Quinquennial Report on Public Instruction in the Bombay Province 1932–37

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QUINQUENNIAL REPORT ON PUBLIC INSTRUCTION IN BOMBAY FOR 1932—1937.

CHAPTER I.

General Progress.

Classification of Educational Institutions.

1. Educational institutions in this Province are divided into two main sections, viz., recognised and unrecognised, and are classified according to the type of instruction imparted in them. They comprise (1) Arts and Professional colleges, (2) Secondary schools, (3) Primary schools, and (4) Special schools. Most Educational institutions are "Recognised" institutions and follow the courses of studies prescribed either by the Department of Public Instruction or by the University of Bombay. Recognised institutions are open to inspection and the pupils attending them are freely admitted to all examinations held by the Department. Recognised institutions managed by Government or by a District Local Board or by a Municipality or Cantonment are further classified as "Public" institutions, while those managed by private bodies or individuals are classified as "Private". The latter are sub-divided into "Aided" or "Unaided" according as they do or do not receive grants from Government or from Local Bodies.

Institutions which do not conform to the courses of studies prescribed by the Department and which do not submit to inspection by Officers of the Department are classed as "Unrecognised". An account of these institutions is given in Chapter XIX.

Owing to the formation of Sind as a separate Province from 1st April, 1936, the educational institutions in Sind which formerly formed part of this Province have not been considered this year. The statistical and other data embodied in or published with this Report are thus confined to the institutions in the Bombay Province. For the purposes of comparison the statistics for 1931–32 as published in the last Quinquennial Report have been revised by omitting the figures for Sind.

Institutions.

2. The total number of educational institutions increased during the quinquennium by 747 to 14,609, of which 13,939 were recognised and 670 unrecognised. The recognised institutions comprised 15 Arts colleges, 12 Professional colleges, 639 Secondary schools, 12,901 Primary schools and 372 Special schools. Of the 21,668 inhabited towns and villages in this Province, 8,975 possessed schools, as against 8,700 at the end of last quinquennium, the average area served by each town or village with a school being 8·6 square miles, as against 8·9 in 1931–32.

3. The number of pupils under instruction in all kinds of institutions increased by 182,993 to 1,335,889 or by 15·8 per cent. The following table gives comparative figures for the different types of institutions :—

Pupils.

	Schools.			Pupils.		
	1931–32	1936–37	Increase during the quinquennium.	1931–32.	1936–37.	Increase during the quinquennium.
1	2	3	4	5	6	7
Arts Colleges ..	14	15	+ 1	8,221	10,010	+ 1,789
Professional Colleges ..	9	12	+ 3	2,874	3,347	+ 473
Secondary schools ..	547	639	+ 92	104,352	127,087	+ 22,735
Primary schools ..	12,498	12,901	+403	998,325	1,140,299	+141,974
Special schools ..	338	372	+ 34	16,690	18,826	+ 2,136
Total Recognised ..	13,406	13,939	+533	1,130,462	1,299,569	+169,107
Unrecognised ..	456	670	+214	22,434	36,320	+ 13,886
Grand Total ..	13,862	14,609	+747	1,152,896	1,335,889	+182,993

The increase in the number of pupils in recognised institutions was shared by all the Divisions. The following table shows the percentage increase for each Division over the previous quinquennium :—

Division.	Percentage increase.
Bombay Division	22·5
Central Division	14·5
Northern Division	15·6
Southern Division	5·2
European and English-teaching Schools	6·2

It is satisfactory to note that this increase is shared by all communities. The following table shows the number of pupils of various communities under instruction and the percentage increase during the quinquennium :—

——	1931–32.	1936–37.	Increase per cent.
European and Anglo-Indians	4,952	5,158	4·2
Indian Christians	36,523	41,318	13·1
Hindus — Advanced	231,264	279,873	21·0
Hindus — Intermediate	522,516	604,507	15·7
Hindus — Backward	132,529	144,684	9·2
Muhammadans	153,535	168,320	9·6
Parsi	16,912	17,251	2·0
Others	32,231	38,458	19·3
Total ..	1,130,462	1,299,569	15·0

4. The total expenditure on Public Instruction increased during the quinquennium by Rs. 34,07,240 to Rs. 3,76,01,839 which was met from the following sources :—

Expenditure.

	Amount.	Percentage to total.
	Rs.	
Government funds	1,55,51,740	41·4
Board funds	70,28,396	18·7
Fees	95,93,470	25·5
Other sources	54,28,233	14·4
Total ..	3,76,01,839	100·0

The following table compares the distribution of Provincial expenditure on various classes of educational institutions :—

	1931–32.		1936–37.	
	Amount.	Percentage to total.	Amount.	Percentage to total.
	Rs.		Rs.	
University and Higher Education ..	11,77,171	7·3	10,01,313	6·4
Secondary Education ..	18,69,148	11·6	18,76,052	12·1
Primary Education	1,00,33,892	62·2	97,66,831	62·8
Special Education	9,91,970	6·1	9,83,455	6·3
Total (Direct) ..	1,40,72,181	87·2	1,36,27,651	87·6
Direction and Inspection ..	10,68,371	6·6	8,95,155	5·8
Buildings	1,90,295	1·2	2,91,002	1·9
Miscellaneous	8,13,189	5·0	7,37,932	4·7
Total (Indirect) ..	20,71,855	12·8	19,24,089	12·4
Grand Total ..	1,61,44,036	100·0	1,55,51,740	100·0

Separate details for institutions for boys and girls will be found in Government of India Tables III-A and B published with this Report.

It will be noticed that nearly 63 per cent. of the total Provincial expenditure in the Province is incurred on Primary schools. This percentage is higher than in any other Province in India.

5. The following table gives the number of educational institutions and pupils, together with the total expenditure and Government expenditure on education of each Province in 1935–36, the latest year for which figures for all Provinces are available :—

Comparison with other provinces.

Provinces.	Total population (Census of 1931).	Total Number of educational institutions.	Number of pupils under instruction.	Percentage of pupils under instruction to population.	Expenditure on education.		Percentage of Provincial expenditure to total expenditure.
					Provincial.	Total.	
1	2	3	4	5	6	7	8
					Rs.	Rs.	
Bombay (1936–37 ..	17,916,318	14,609	1,335,889	7·5	1,55,51,740	3,76,01,839	41·4
Bombay (1935–36 ..	17,916,318	14,272	1,290,477	7·2	1,51,01,437	3,60,58,951	41·9
Madras ..	46,740,107	51,309	3,173,980	6·8	2,56,10,288	5,51,51,957	46·4
Bengal (1934–35) ..	50,114,002	71,660	3,075,272	6·1	1,36,19,445	4,32,39,363	31·5
United Provinces ..	48,408,763	24,572	1,620,260	3·4	2,07,00,208	3,89,49,169	53·1
Punjab ..	23,580,852	18,226	1,274,432	5·4	1,63,45,765	3,22,09,044	50·8
Burma ..	13,102,048	24,778	721,143	5·5	50,48,857	1,54,68,379	32·6
Bihar and Orissa ..	37,677,576	30,762	1,214,887	3·2	59,00,686	1,82,08,410	32·4
Central Provinces and Berar.	15,507,723	5,957	499,100	3·2	47,39,189	1,09,15,608	43·4
Assam ..	8,622,251	8,130	434,021	5·0	30,37,553	53,95,161	56·3
North West Frontier.	2,425,076	1,139	97,196	4·0	21,11,644	30,88,294	68·4
Sind ..	3,887,070	3,037	183,774	4·7	25,88,029	59,27,038	43·7

It will be seen that the Government share of the total expenditure on Public Instruction varies from Province to Province, and that although Bombay stands 8th among the Provinces, she ranks first in respect of the percentage of pupils attending school to the total population.

Main events of the Quinquennium.

6. The main events of the quinquennium may be summarised as under :—

(1) The starting of the University Department of Chemical Technology, (2) the closure of the Deccan College, Poona, (3) the

opening of the Nowrosji Wadia College, Poona, (4) the opening of the Lingraj College, Belgaum, (5) the opening of a degree course in Electrical Engineering at the College of Engineering, Poona, (6) the reorganisation and expansion of the Secondary Training College, Bombay, and the reduction in the number of classes at the Elphinstone High School, (7) the opening of the Maharani Tarabai Training College, at Kolhapur, (8) the opening of a Law College at Surat by the Sarvajanik Education Society, (9) opening of the H. L. College of Commerce at Ahmedabad, (10) the closing of the Government Middle School at Surat and transfer of its building to the Sarvajanik Education Society for a Girls' High School, (11) the formation of a Provincial and an Inter-Provincial Boards for European and Anglo-Indian Education, (12) the re-opening of the 3rd year classes in Government Training institutions for men and expansion of the Government Training institutions for men and women with a view to increasing the output of trained Primary teachers, (13) the introduction by Government of the Village Improvement Scheme, and (14) the revival by the Government of India of the Central Advisory Board of Education.

General.

7. The outstanding feature of the quinquennium under review has undoubtedly been financial stringency. In every year of the period a substantial cut has been made in the allotment for education and this has hung like a millstone round the neck of the Department and handicapped all educational activity. It is true that the cut in the allotment for Primary education has been gradually reduced and this has afforded undoubted relief, but it still remains at 8 per cent. and until this is wiped off it will be necessary to struggle on in an atmosphere of hope deferred. In spite of this, however, by strict economies, by sticking to essentials, and by attempting to centralise as far as possible it has been possible not merely to carry on but actually to show some expansion and progress. As I said in a previous Annual Report, the various Local Authorities, although disappointed, have realised the facts of the situation and have co-operated in a manner which has been very helpful and which indeed has made the situation as little irksome as possible considering the disabilities. In many cases they have voluntarily incurred admissible expenditure without receiving grant on it.

During the quinquennium certain trends and certain ideas have clarified themselves and I propose to deal briefly with these. In the first place, it is becoming increasingly realised that the weakest rung in the educational ladder is the first one, namely, the infants stage and that immediately following, yet this is precisely the rung which ought to be the strongest. It is being realised more and more that our educational syllabus should fit in with the all round development of the child, physical, physiological and mental. This implies that the first years of a child's educational career should leave the child a very large

measure of physical and mental freedom, so that he may develop individuality and experience for himself. It follows that teachers of very special quality and training are needed for young children and that it is necessary, therefore, to take up seriously the selection and training of Kindergarten teachers. These ought almost entirely to be women. They ought to have the correct temperament for the handling of children and ought to undergo a rigorous training. This in turn implies that Kindergarten Training Colleges are a necessity, and for various reasons it seems that Government should undertake this work. These Kindergarten teachers would work not only in Girls' schools but also in Boys' schools or mixed schools up to, say, Primary Standard II. If the expansion, which we all wish for, takes place this will in no way reduce the number of openings for men teachers.

At the same time, as I have said before, apart from Kindergarten work, there is a need of more and better trained teachers right through the Primary course. We also want a better, a wider and a more practical Primary school course. This point I shall deal with in a later paragraph.

It follows from the foregoing that the inspection of such teachers should receive some extra measure of consideration and that for this purpose thoroughly trained, experienced and sympathetic women Inspectors would be best. In the meantime I would suggest that each Division should have an Inspectress of Girls' schools in Class I, Bombay Educational Service, and an Assistant Inspectress in Class II. It must be realised that the number of teachers who understand this work is very small and that at the beginning at least and for many years afterwards as large and competent a staff of women Inspectresses as is possible is necessary.

Opinion has rather swung round in regard to inspection and there is undoubtedly great support being given to the view that the inspection of all Primary schools should be taken back again by the Department. It is essential that inspection should be carried out impartially, dispassionately and efficiently by men and women who are efficient technically and of wide experience and understanding. The natural agency which can carry out this is Government and I am strongly of opinion that the inspecting staff should consist almost entirely of Bombay Educational Service Class I and Bombay Educational Service Class II officers with a few Subordinate Educational Service posts in which young aspirants to the inspecting line could be tried out. At the present moment the Government Inspecting staff is good but quite insufficient in numbers.

With a larger inspecting cadre it would be possible for the Department to recruit not only by promotion but by direct selection of outstanding officers of junior rank and also from the pick of the outside teaching profession. Outside schools, however, will only improve their staffs and the quality of their work if the managements can offer reasonable

salaries and reasonable prospects to their employees and, while it is true that in Secondary education the managements and the parents must be the main-stay of these institutions, it is equally true that since they exist to encourage and train the better brains in the Province, Government should also, taking a larger and longer view, give reasonable grant-in-aid to all efficient schools.

During the quinquennium under review also there has been a marked indication that the public are not quite satisfied either with the Primary course of instruction or the Secondary. The general idea behind this view is that both the courses are not practical enough, not sufficiently in touch with the child's environment and daily life of experience, and not sufficiently useful in after-life. There is a very great deal of truth in such criticisms. In fairness, however, it may be stated that the Primary course as intended would have met many of the objections but that it was printed and circulated in such a condensed manner that teachers isolated in out-of-the way schools and unable to keep in touch with modern ideas found it difficult, as time went on, to realise all the implications of the syllabus and gradually began to teach in a mechanical way and extract merely the minimum from the curriculum. The course thus became mechanical and lifeless, and it is small wonder that the school children dropped off through sheer lack of interest and the parents could see no great advantage in making them continue at school. Some time ago, therefore, a large committee, as fully representative as possible, of Primary interests all over the Province was appointed and this committee undertook the revision of the Primary syllabus. The revision was completed and the revised syllabus was then circulated for criticism and suggestions and on receipt of these was recast and published in a booklet form. This revised syllabus has now been sent to all Local Authorities for final criticism and suggestions. It will, if necessary, be recast again in the light of the replies and when finally approved by the bulk of educational opinion will be sent to Government for approval and sanction. The new syllabus is much larger in bulk than the former one. This is primarily because realising the difficulties of the average Primary teacher it has explained in detail what was formerly stated in a condensed and almost cryptic form. The syllabus is, therefore, intended to be a real practical guide to the teacher to keep him upto date and to keep him from forgetting all he has learnt in the Training college. In addition to this the course has been made more practical, the idea being that all practical work and all examples in subjects like arithmetic and essay—writing in the mother tongue and such, should be chosen from subjects and things which exist all round the child and with which he comes into daily contact. In a nutshell the new syllabus is intended to provide an equally good academic education with much more practical work and much closer contact with the child's daily life.

This revision entailed extremely hard, long, and detailed work and is only on the verge of completion now. After it is finished, it is hoped

that we shall be able to proceed in the same manner with the Secondary curriculum for very much the same reasons.

During the quinquennium under review the courses for Primary Training Colleges for Men and Women were also revised with a view to making them more practical and broader in outlook. This was done before the Primary school syllabus was revised and indeed the latter revision is the logical consequence of the former.

These revised courses were introduced experimentally into the Training Colleges and were well received on the whole. As a result of the experiment, some very good practical suggestions and amendments were received from the Principals of colleges and others interested, and these improvements were introduced into the revised course which appears to be working well and to be much more useful and up to date than the old course. It is to be hoped that this improved training will be reflected, in time to come, in the Primary schools throughout the Province.

The Secondary curriculum is frequently stated to be too academic and divorced from the needs of later life. As in the case of criticisms in respect of the curriculum for Primary school, there is a good deal of truth in this view. At the same time it must be borne in mind that a sound basis of academic education is essential. It is almost the first essential, for, what is needed is first of all a child with a trained mind and it is after that stage that other factors such as the necessity for some practical training or pre-vocational or vocational training enters into the matter. In the case of less academically minded children this can be accomplished by providing various points on the educational ladder where children can branch off into trade schools or Commerce schools or schools of various other vocational bias. In the High school itself it is probable that a bias or choice should be confined to, say, the last two years of the course when the pupil has got his foundation of academic knowledge and is also at a stage where he has some idea of what his bent is and what he would like to do for a living later.

With regard to the University it is a pleasure to record that during the quinquennium relationships with the University have steadily improved. In my own opinion the policy of close co-operation between the Department and the University is the only reasonable one. The interests of each are identical and it is only in points of detail where differences may arise. If respect for each other's rights exists, these differences can be adjusted with great benefit to all. As a case in point I would refer to the admirable understanding come to between the Department and the University in respect of recognition and affiliation of High schools. This arrangement is perhaps not generally understood but will become so in time, and will, I feel, bear good fruit.

I have referred to lack of attractiveness in the earlier stages of the Primary course as a possible cause of stagnation and wastage. This

cause is linked up with the factor of uninteresting teaching. There is, however, another factor which may have some effect on the failure of children to come to school or their premature dropping off after they have come. This is the illiteracy and indifference of the parents. This matter has been taken into consideration and plans were considered by which we might begin adult education experiments in selected areas. These experiments are in the hands of approved societies composed of enthusiastic workers and several of these experiments have been started. It is premature to say what the result will be, but it is obvious that even failure or partial failure will teach us many things and show us pitfalls to be avoided in future wider schemes.

Questions like the handling of mentally defective children, "difficult" children, and so on are being considered and further progress is only held up by financial considerations and more urgent claims on our allotments.

During the quinquennium several Refresher courses were held for Secondary teachers. Courses were held at Deolali, Panchgani, Bordi and Ahmedabad. The courses comprised general talks, lectures on specific subjects, courses of lectures in the teaching of the various subjects of the Secondary curriculum, demonstration lessons, talks and discussions and intermingled with all these were social activities of various kinds. The courses appeared to be both popular and successful and endeavours will be made to make them a regular feature of the Department's work. The outstanding impression, one received, was of the great good accomplished by educationists from widely different parts of the Province and of widely different ideas and circumstances meeting together in friendly co-operation.

What was said in the Report on Public Instruction in this Province for 1935–36 might very well be repeated—

> "In addition to the professional good accomplished, there was "an atmosphere of co-operation and a complete mingling without "thought of rank or privilege and a frank interchange of ideas which "has produced the happiest results. The teaching profession must "create a position for itself based on efficiency and dignity and co-"operation and these courses are helping greatly in this respect."

CHAPTER II.

Controlling Agencies.

I. General.

8. Public Instruction of all kinds is controlled by Government through the Director of Public Instruction. In regard to higher education, however, Government deal directly with the University. The Director of Public Instruction exercises control over all Government Colleges—Arts, Science and Professional (except Agricultural and Medical institutions which are controlled by their respective Departments) and Government High schools. He advises Government on University matters and is also responsible for the general administration of Primary schools, i.e., for the award of grants to Local Authorities, inspection, curricula, etc. The control of Technical and Industrial education is in the hands of the Director of Industries. The general supervision of Technical and Industrial education is entrusted to a Committee of Direction composed of officials and non-officials working under the control of the Director of Industries. Art education is controlled by the Director of the Sir J. J. School of Art, Bombay.

II. Educational Staff.

9. The Educational Services in this Province are divided into—

Educational Services.

(1) The Indian Educational Service (All India),

(2) The Bombay Educational Service Class I,

(3) The Bombay Educational Service Class II,

and

(4) The Subordinate Educational Service.

In addition, there are certain appointments of a special nature which are usually filled on a non-pensionable and contract basis, the terms of contract being prescribed in each case.

During the quinquennium under review, the pay scales for the various services and certain Compensatory allowances were examined by Government with a view to their reduction, and revised scales of pay for new entrants have been sanctioned. A summary of these is given elsewhere. These new scales are considerably lower than the old scales of pay. Similarly certain Compensatory allowances were also reduced by Government. Also Leave Rules for new entrants have been revised with a view to deliberalizing the provisions for leave admissible under the old rules.

In some cases the reduction in the pay scales has been very heavy. A graduate assistant master started in the old scale on Rs. 70, as a rule, while under the new conditions he now starts usually on Rs. 45 only. This reduction has hit hard the subordinate teaching staffs; whether and how far it will affect the quality of recruits to the teaching profession is yet too early to forecast. The Government salary scales usually set

the standard, so that the reduction which has taken place has also affected the salaries allowed to teachers in private institutions; while this has led to some reduction in the cost of non-Government institutions, the position of the teaching staffs in such institutions has thereby been rendered none too happy.

As remarked in the previous Quinquennial Report, the Bombay Educational Service Class I is gradually replacing the Indian Educational Service. The strength of the latter service during the quinquennium under review has been reduced from 35 to 25. The Indian Educational Service is leaving behind an excellent record of work and high standards, and in order that these should be maintained, every attempt is being made to recruit highly qualified and capable young men to the Bombay Educational Service Class I. The status and interests of the existing members of the Indian Educational Service have been safeguarded under the provisions of the All India Services (Transferred Department) Replacement Rules and of the Civil Services (Classification, Control and Appeal) Rules.

Cadre.

10. The strength of the various Educational Services on 31st March, 1937, was as under :—

		Total.
All-India (Indian Educational) Service—		
Administration (Direction, Inspection, etc.).	4	
Collegiate Branch	21	
		25
Bombay Educational Service (Class I)—		
Administration (Direction, Inspection, etc.).	11	
Collegiate Branch	14	
		25
Bombay Educational Service (Class II)—		
Teaching, Inspecting, and General ..	51	
Collegiate Branch	43	
		94
Subordinate Educational Service—		
Inspecting	114	
Teaching	570	
Clerical	311	
Others	80	
		1,075
Miscellaneous or Special appointments outside the regular services—		
Gazetted appointments	29	
Non-gazetted appointments	7	
		36
Grand total ..		1,255

During the quinquennium under review, 10 officers retired from the Indian Educational Service. The following statement gives the numbers in the various services, the proportion of Europeans and Indians who hold the posts, and their average monthly emoluments of the nature of pay on 31st March, 1937 :—

Service.	Number of Officers.		Average emoluments in rupees.
	Europeans or domiciled community.	Indians.	
Indian Educational Service	7	14	1,495·2
Bombay Educational Service Class I ..	....	25	580·4
Bombay Educational Service Class II ..	....	83	438·7
Subordinate Educational Service ..	....	836	132·8
Unclassified posts	4	29	343·1

Eight Indian Educational Service posts were abolished during the quinquennium under review. There were 25 Indian Educational Service posts on 31st March, 1937, of which 7 were held substantively by Europeans, 14 by Indians and 4 were vacant.

Direction.

11. The Director is assisted by a Deputy Director of Public Instruction in the Indian Educational Service, an Assistant Director of Public Instruction in the Bombay Educational Service Class I, three Superintendents in the Bombay Educational Service Class II and two Assistant Superintendents and a clerical staff of 46. Mr. R. H. Beckett, C.I.E., who held the post of Director from 1930 went on leave preparatory to retirement in April, 1934, and actually retired from the Indian Educational Service in August, 1936. He was awarded the C.S.I. for his services in the cause of education in the Bombay Province. He was succeeded by Mr. W. Grieve, I.E.S., Deputy Director of Public Instruction, who continued to hold the post of Director of Public Instruction during the quinquennium under review, except for a short period of leave during which Mr. S. N. Moos, I.E.S., Deputy Director of Public Instruction, officiated as Director of Public Instruction. The post of Assistant Director of Public Instruction was held first by Mr. Syed Nurullah, Bombay Educational Service Class I, and on his transfer as an Educational Inspector, he was succeeded by Mr. S. N. Moos, I.E.S. On the latter's appointment as Deputy Director of Public Instruction, Mr. D. C. Pavate, Bombay Educational Service Class I, was transferred as Assistant Director of Public Instruction and held the post practically during the rest of the period under review, except when he was absent on leave or on deputation.

The cost of Direction was Rs. 1,61,765 which represents 1·0 per cent. of the total Provincial expenditure on Public Instruction and 0·4 per cent. of the total expenditure from all sources.

Inspection.

12. There are four Divisional Inspectors who are directly responsible to the Director for the general control of Secondary and Primary education in their Divisions. They directly control the Training institutions for Primary teachers and the few Government Primary schools. There is also an Assistant Educational Inspector in the Central Division who is directly subordinate to the Educational Inspector of that Division. His services are generally made available for any Division which stands in need of additional help. The Educational Inspector was formerly represented in each district by a Deputy Educational Inspector in the Bombay Educational Service Class II. In consequence, however, of the transfer of the control of Primary education to Local Authorities, there is now generally only one Assistant Deputy Educational Inspector in the Subordinate Educational Service who acts as the Executive Officer of the Educational Inspector in each district. The Department has, thus, at its disposal merely a skeleton Inspecting staff, which is not in a position to exercise that degree of control and check over the schools which is essential in view of the large expenditure which Government have to incur on educational grants.

The question of the improvement of the Inspecting staff has been under consideration for a long time. One of the main obstacles in the way is the inability of Government to provide the necessary money. The Bombay Primary Education Act of 1923, under which the control of Primary education has been transferred to Local Authorities, has led to the establishment of two Inspecting agencies, one under the Department which, as remarked above, has been greatly depleted, and another under the Local Authorities whose functions are very similar to those of the Government Inspecting staff. The establishment of this dual Inspecting staff has led to a state of affairs which needs to be remedied at the earliest possible moment. In regard to the question of the Inspectorate, Messrs. Abbott and Wood in their report recently published have remarked as under :—

"But the moment an Inspector labours under the feeling that he has "more than one master or that the inroads made on his time by having "to undertake outside activities is hampering the discharge of his "duties as an inspector of schools, he loses his significance to the "schools and the teachers and ceases to be the asset to the education "service which an inspector should be. We would, therefore, urge "the departments of education to ensure that their inspectors act "under their direction and are not too often placed at the disposal of "other authorities."

The cost of the Government Inspecting agency in 1936-37 was Rs. 3,53,704, or 2·3 per cent. of the total Provincial expenditure on Public Instruction, against Rs. 4,31,277, or 2·7 per cent., in 1931-32.

13. The total number of teachers in Government, District Local Board and Municipal Primary schools was 29,376, the number of teachers in Government schools being 166,

Primary teachers.

14. The emergency cut in salaries which was imposed during the previous quinquennium in the case of Government servants was withdrawn during the quinquennium under review.

Emergency cut in salaries.

15. The pay scales for the various classes of Government servants which were reduced in the case of new entrants during the preceding quinquennium have had a further reduction during the period under review. The following statements compare the old and the new scales of pay :—

Revision of scales of pay.

A.

	Old.	
	Class I.	Class II.
	Rs.	Rs.
Bombay Educational Service (Men).	320—40—1,200 (with an efficiency bar at Rs. 640).	250—20—650 (with two efficiency bars, one at Rs. 390 and another at Rs. 550).
Bombay Educational Service (Women).	320—25—770 (with an efficiency bar at Rs. 620).	200—10—340—efficiency bar—15—400.

	New (*a*).		New (*b*).	
	Class I.	Class II.	Class I.	Class II.
	Rs.	Rs.	Rs.	Rs.
Bombay Educational Service (Men).	300—25—400—30—550—efficiency bar—35—760—40—1,000.	200—15—320—efficiency bar—20 440—efficiency bar—20—600.	300—20—420—efficiency bar—30—660—efficiency bar—40—900.	170—10—250—efficiency bar—15—400—efficiency bar—20—500.
Bombay Educational Service (Women).	300—25—750	200—10—340—efficiency bar—15—400.	300—20—560	170—8—250—efficiency bar—266—12 350.

B.

Selection Grades and Administrative Posts above the time-scales of Class I and Class II of the Bombay Educational Service.

Service.	Old.	
	Class I.	Class II.
Bombay Educational Service (Men).	Rs. *Lower Selection Grade.* 1,200—50—1,350 *Higher Selection Grade.* 1,400—50—1,500.	Rs. *Selection Grade.* 650—30—800
Post of Director of Public Instruction.	2,000—100—2,100—200—2,500	....
Bombay Educational Service (Women).	*Selection Grade.* 800—25—1,000	*Selection Grade.* 400—25—500

Service.	New (*a*).		New (*b*).	
	Class I.	Class II.	Class I.	Class II.
Bombay Educational Service (Men).	Rs. *Selection Grade.* 1,200—50—1,350	Rs. *Selection Grade.* *Nil.*	Rs. *Nil.*	*Nil.*
Post of Director of Public Instruction.	1,600—100—2,000	....	1,500—100—1,700	*Nil.*
Bombay Educational Service (Women).	*Selection Grade.* 800—25—1,000	400—25—500	575—25—750	350—20—430

C.

——	Old.	Selection Grades and Special Posts.
	Rs.	Rs.
Subordinate Educational Service.		
Assistant Lecturers in Colleges, etc.	150—10—250	250—10—350
Assistant Masters ..	70—5—120—efficien c y bar—5—140—10—200.	250—10—300 (Special posts). } Old. 200—10—250 (Selection grade). } 220—10—260 (Special posts). } Revised. 180—10—220 (Selection grade). }
Assistant Mistresses ..	100—5—120—efficiency bar—5—140—10—200	250—10—300 (Special posts). } Old. 200—10—250 (Selection grade). } 220—10—260 (Special posts). } Revised. 180—10—220 (Selection grade). }

——	New.	Selection Grades and Special Posts.
	Rs.	Rs.
Subordinate Educational Service.		
Assistant Lecturers in Colleges, etc.	130—10—200	210—10—300
Assistant Masters ..	45—5—115—efficien c y bar—5—145—efficiency bar—6—175.	*Nil.*
Assistant Mistresses ..	85—5—115—efficien c y. bar—5—145—efficiency bar—6—175.	210—10—260 } Special 170—10—260 } posts. 170—10—220 (Selection grade).

16. The question of the recruitment of the Backward classes continued to receive the special attention of the Department during the quinquennium under review.

Recruitment from Backward Classes.

17. Mr. V. D. Ghate, Bombay Educational Service, Class I, Educational Inspector, Bombay Division, was placed on special duty for a short period during 1934 to report on the working of the Agricultural bias classes in the Province. Mr. Ghate's report was published in 1935 as a Departmental pamphlet for supply to Local Authorities.

Officers on special duty.

III. Local Bodies.

18. Local bodies consist mainly of the District Local Boards which are governed by the District Local Board Act of 1923 and Municipalities. The latter include the Bombay Municipality which operates under a separate Act—the City of Bombay Municipal Act, 1888—and, other Municipalities which are governed either by the Bombay District Municipal Act of 1901 or the Bombay Municipal Boroughs Act, 1925.

The general development and extension of Primary education is an obligatory duty of both District Local Boards and Municipalities. These bodies, excluding the Bombay Municipality, exercise control over Primary education under the Bombay Primary Education Act of 1923. The Bombay Municipality has its own Act—the City of Bombay Primary Education Act, 1920.

The following table gives the number of educational institutions maintained by these bodies in 1936-37 :—

	Institutions under the management of Local Bodies.					
	Number of institutions.			Number of pupils.		
	District Local Board.	Municipality.	Total.	District Local Board.	Municipality.	Total.
University and Higher Education. ..	..	1	1	..	454	454
Secondary Schools ..	130	49	179	3,855	8,410	12,265
Primary Schools ..	9,203	1,581	10,784	671,701	332,248	1,003,949
Special Schools ..	59	36	95	1,712	1,268	2,980
Total ..	9,392	1,667	11,059	677,268	342,380	1,019,648

IV. Private Managing Agencies.

19. The number of privately managed institutions in 1936–37 was 2,777, or 19·9 per cent. of the total number of recognised educational institutions. The number of pupils in them was 260,162, or 20·0 per cent. of the total number of pupils under instruction in recognised institutions. Of the 2,777 institutions, 2,347 with 229,738 pupils were aided.

The following table shows the distribution of these institutions and pupils in them :—

	Institutions under private management.					
	Number of institutions.			Number of pupils.		
	Aided.	Un-aided.	Total.	Aided.	Unaided.	Total.
University and Higher Education.	10	5	15	6,888	1,182	8,070
Secondary Schools ..	356	75	431	94,978	12,770	107,748
Primary Schools ..	1,808	278	2,086	119,178	12,661	131,839
Special Schools ..	173	72	245	8,694	3,811	12,505
Total ..	2,347	430	2,777	229,738	30,424	260,162

Missions.

20. The various Missions along with other Associations are doing useful service in the field of education. The total number of institutions conducted by Missions was 792 with 60,694 pupils—2 Colleges with 2,703 students, 78 Secondary schools with 23,613 pupils, 674 Primary schools with 32,721 pupils, 11 Training institutions with 504 pupils, and 27 other Special schools with 1,153 pupils. Their total expenditure in 1936–37 was Rs. 31,00,641, of which Rs. 6,41,296, or 20·7 per cent., was met from Provincial funds, Rs. 8,32,796, or 26·9 per cent., from Mission funds, Rs. 14,73,866, or 47·5 per cent., from fees, and Rs. 1,52,683, or 4·9 per cent., from other sources. Further details regarding these institutions are given in Appendix IV.

21. The following are some of the important private Educational Societies or Associations which maintain the various educational institutions :—

1. The Deccan Education Society.
2. The Shikshan Prasarak Mandali.
3. The Shri Shivaji Maratha Society.
4. The Maharashtra Girls' Education Society.
5. The Seva Sadan of Poona.
6. The Karnatak Lingayat Education Society of Belgaum.
7. The Gokhale Education Society.
8. The Bombay Education Society.
9. The Sir J. J. Parsi Benevolent Institute.
10. The Gokuldas Tejpal Charities.
11. The Anjuman-i-Islam.
12. The General Education Institute.
13. The Vanita Vishram of Bombay.
14. The Konkan Education Society in the Kolaba District.
15. The Sarvajanik Education Society of Surat.
16. The Modern Education Society, Poona.
17. The Ahmedabad Education Society, etc., etc.

The numbers of institutions established and managed by these societies shew that there is no lack of private enterprise in the field of education.

CHAPTER III.

UNIVERSITY.

22. The University of Bombay was founded in 1857 as a purely examining body, all its Fellows being nominated for life by Government. The scope of the University was extended by the Indian Universities Act of 1904, whereby it obtained a measure of control over the affiliated colleges in the Province, and also received authority to appoint teachers of its own. The tenure of Fellowships was limited to five years, and an elective element was introduced in the constitution of the Senate by allowing one-fifth of the Fellows to be elected by registered graduates and the Faculties. The spread of education since 1904 rendered necessary an enquiry as to whether the constitution of the University could not be altered still further so as to bring it into closer touch with the community in general and to enable it to discharge the higher duties demanded of it by the public in the shape of well-organized postgraduate teaching and research. A Committee, to consider the question of University Reform, was accordingly appointed in May, 1924. The Committee submitted its report in May, 1925. Its recommendations, which covered the whole realm of University education, were considered by the Senate, by the principal educational associations, and by leading educationists. In order to give effect to such of the proposals as required legislation, a bill was framed and introduced into the Bombay Legislative Council on 25th July, 1927, and passed into an Act (Act IV of 1928) on 19th March, 1928. The main purpose underlying the changes introduced by the new Act was, as stated in the preamble to the Act, "to reconstitute the University to enable it to provide greater facilities for higher education and to conduct post-graduate teaching and research in all branches of learning, including technology, while continuing to exercise due control over the teaching given by colleges affiliated to it from time to time". The chief provisions of the Act were to extend the elective principle for the composition of the various authorities of the University and to entrust the technical part of the work to a newly constituted body, the Academic Council, which is composed entirely of persons connected directly with education. The power of granting or withdrawing affiliation to colleges continued to be vested in Government, while that of according sanction to the Statutes framed by the Senate was vested in the Chancellor. Provision has been made for the appointment of a Rector when the need of such an officer arises and for a statutory grant from Government. The Act came into operation on 24th January, 1929. Elections to the various bodies commenced in February, 1929, and the Senate was constituted on 5th August, 1929. The Academic Council was constituted on 7th December, 1929, and the Syndicate on 18th January, 1930. The working of the Act during the first few years brought to light evidence of hasty drafting and four amending bills were passed into law during the last quinquennium, and one during this quinquennium was under the consideration of the University.

A Committee was appointed to suggest amendments to the Act wherever considered necessary. The amendments proposed by this Committee were passed by the Syndicate and the Senate and submitted to Government. After careful consideration Government, however, informed the University in 1934 that they felt that the Act had been in operation for only few years and that it was desirable to obtain further experience of the Act so that a comprehensive amending measure might, when requisite, be brought forward.

Constitution.

23. Under the Act of 1928 the Governor of Bombay continued to be the ex-officio Chancellor of the University. He nominates a Vice-Chancellor to hold office for 2 years. The Rev. John McKenzie, who was the Vice-Chancellor at the end of the last quinquennium, relinquished charge of his office on the 1st of April, 1933, and Mr. V. N. Chandavarkar, B.A. (Cantab.), Bar-at-Law, was appointed to succeed him. Mr. Chandavarkar's period of office as Vice-Chancellor has since been extended twice once in 1935 and again from 1st April, 1937.

The Senate continues to be the supreme governing body of the University. It consists of about 150 fellows (excluding donors and nominees of donors), of whom 12 are ex-officio fellows, 40 are nominated by the Chancellor and 93 are elected in the manner shown below :—

(*i*) By one electorate of Principals of Colleges entitled to send up students for degree examinations from among themselves as under :—	13
(*a*) Principals of Arts Colleges as follows —	
(1) one Principal elected by separate elections to represent the Principals of Arts Colleges in each of the five groups	5
(2) three Principals elected by a separate election to represent the Principals of Arts Colleges in all the groups	3
(*b*) Principals of Colleges of pure Science	1
(*c*) Principals of Colleges of Medicine	1
(*d*) Principals of Colleges of Agriculture	1
(*e*) Principals of Colleges of Engineering	1
(*f*) Principals of Colleges of Law	1
(*ii*) By University Teachers and Teachers including Principals from among themselves	20
(*iii*) One by Head Masters of schools in each group from among themselves	5

(iv) By public associations or bodies in British India as under—		15
(a) Municipal Corporation of the City of Bombay ..	1	
(b) Indian Merchants' Chamber	1	
(c) Chamber of Commerce	1	
(d) Millowners' Association, Bombay	1	
(e) Millowners' Association, Ahmedabad	1	
(f) One by Municipal Boroughs of each of the five groups	5	
(g) One by District Local Boards of each of the five groups	5	
(v) By registered graduates		25
(vi) By the Faculties		10
(vii) By the Bombay Assembly of whom one shall be the representative of the University on the Assembly if he is not already a member of the Senate		5
		93

The period of tenure of fellowship is five years.

The Senate is sub-divided into five Faculties of Arts, Science, Law, Medicine and Technology. The Faculty of Technology was created in 1933-34 and includes Chemical Technology and the subjects of Engineering and Agriculture which were formerly included in the Faculty of Science.

Under the Faculties there are now 28 Boards of Studies for various subjects whose duties are mainly to recommend text books and courses of studies in their respective subjects. The three new Boards of Studies created during the quinquennium are the Boards for Urdu and Chemical Technology and the two Boards for (1) History and Archæology and (2) Economics, Politics and Sociology in place of the one Board for History and Economics.

The Academic Council, which is a new body constituted under the 1928 Act, is the chief authority so far as academic matters are concerned. It consists of the Vice-Chancellor, the Deans of Faculties, representatives of the University Professors and whole-time University teachers not exceeding five in number, two Head Masters of schools elected by the

Senate from among the Fellows, twenty representatives of the Boards of Studies, and five persons elected by the Senate from among the Fellows.

The executive government of the University is vested in the Syndicate consisting of the Vice-Chancellor, the Director of Public Instruction, seven persons elected by the members of the Academic Council from among themselves, and nine elected by the Senate from among the Fellows, who are neither Principals, University Professors, University Teachers, Teachers, nor Head Masters. The life of a member of the Syndicate is three years. The Syndicate in the exercise of its executive functions has appointed some 16 Standing Committees to deal with various matters like library, publication works, sports, grants utilization, buildings, inspection of schools and colleges, etc.

Under the Act election to any authority of the University is to be made according to the system of proportional representation by means of a single transferable vote. Some doubt has, however, been expressed as to the suitability of this method of election in all cases. The absence of any provision to the effect that the person elected to any of the authorities of the University in a bye-election shall hold office for the residue of the period of office of the person vacating his office has resulted in an increased necessity of holding elections to various bodies throughout the year. Apart from this, elections to these bodies have brought into the University several of the evils which are incidental to the elective system. Distinguished Professors have found it necessary to scheme and canvas for support for election to bodies to which the interests of the University demand that they should belong. This is hardly consonent with the ideals of University life. It is, however, a happy sign that the position in this respect is gradually improving.

Control of the Matriculation Examination.

24. With the coming into effect of the Bombay University Act the control of the Matriculation Examination has passed into the hands of the University. This examination at present serves two purposes—viz. as a test qualifying for entrance into colleges and as a School Leaving Examination. The question of constituting a Matriculation Examination Board as a separate authority to control this examination, which was under consideration of the University at the end of the last quinquennium, was subsequently dropped. For the purposes of this examination the University inspects and recognises High schools. The number of Secondary schools so recognised by the University rose from 359 in 1932 to 450 in 1937, while the number of candidates increased from 15,477 to 20,631 during the same period. This inspection and recognition of High schools by the University led to dual control of the University and the Department over Secondary schools. With a view to minimising the evil effects of this dual control, negotiations began in 1935 between the University and the Department which have resulted in the passing, recently, of a number of new University Statutes governing the inspection and recognition of High schools by the University. These statutes will, it is hoped, remove the causes of friction between the

University and the Department in the matter of inspection and recognition of High schools.

University Finances.

25. The Act of 1928 provided for the payment of an annual statutory grant of Rs. 1,17,000 by Government. The grant was fixed at this figure because it represented the total of the following grants which were paid to the University at the time of the passing of the Act :—

	Rs.
(*i*) For development of University work ..	45,000
(*ii*) For the School of Economics and Sociology ..	12,000
(*iii*) For travelling allowance of Fellows and for charges in connection with inspection of colleges	10,000
(*iv*) For carrying out some of the recommendations of the University Reforms Committee ..	50,000

The total receipts of the University amounted to Rs. 15,36,149 during 1936-37, while the expenditure was Rs. 12,78,156. The total income and expenditure of the University for this and the previous quinquennia were as under :—

	Receipts.		Expenditure.	
	1927–32.	1932–37.	1927–32.	1932–37.
	Rs.	Rs.	Rs.	Rs.
Government funds	6,15,000	6,48,000	6,15,000	5,89,500
Fees, subscriptions, etc. ..	39,75,702	56,23,820	31,52,785	44,97,563
Endowments	6,77,520	6,35,027	5,51,656	4,30,215
Total ..	52,68,222	69,06,847	43,19,441	55,17,278

Institutions and Students.

26. The number of Arts and Professional colleges affiliated to the University and the number of students in them at the end of the last and this quinquennium are given in the following table :—

	On 31st March, 1932.				On 31st March, 1937.			
	Number of Colleges.	Number of students.			Number of Colleges.	Number of students.		
		Men.	Women.	Total.		Men.	Women.	Total.
Bombay Province. British Districts.								
Arts and Science ..	14	7,644	577	8,221	15	8,951	1,059	10,010
Law	3	1,280	9	1,289	4	1,018	18	1,036
Engineering	1	172	..	172	1	216	..	216
Medicine	2	703	90	793	2	1,104	140	1,244
Education	1	65	10	75	1	80	21	101
Agricultural	1	231	..	231	1	193	2	195
Commercial	1	313	1	314	2	505	5	510
Technological	..	..	..	..	1	45	..	45
Total ..	23	10,408	687	11,095	27	12,112	1,245	13,357
Indian States.								
Arts, Science and Professional.	4	2,108	54	2,162	6	2,654	130	2,784
Total, Bombay Province	27	12,516	741	13,257	33	14,766	1,375	16,141
Sind.								
Arts, Science and Professional.	4	1,163	128	1,291	5	1,358	205	1,563
Grand Total of all Colleges	31	13,679	869	14,548	38	16,124	1,580	17,704

During the quinquennium the Deccan College at Poona, which was affiliated to the University in 1860, was closed at the end of the academic year 1933–34, while the new Arts colleges affiliated to the University are the Nowrosjee Wadia College, Poona, the Lingraj College, Belgaum, and the Chellasing and Sitaldas College at Shikarpur in Sind. The new Professional colleges affiliated during the quinquennium are the Sarvajanik Law College, Surat, started in June, 1935, the H. L. College of Commerce in Ahmedabad started in June, 1936, and the Sykes Law College and the Maharani Tarabai Teachers' College started in Kolhapur

in June, 1934, respectively. The new institution in Technology opened during the quinquennium is the University Department of Chemical Technology started in November, 1933.

Although the total number of students in all affiliated colleges shows an increase, it will be seen that there is a decrease in the number of students in the Law colleges and the College of Agriculture in this Province. The average attendance per college was 466, as compared with 469 five years ago.

There are no separate colleges for women affiliated to the Bombay University. The number of women students in colleges increased during the quinquennium from 869 to 1,580, or by 81·8 per cent., as compared with the increase of 17·9 per cent. only in the case of men students.

The system of triennial inspection of all affiliated colleges adopted during the quinquennium 1922–27 continues as also the Standing Committee on College Inspection Reports who scrutinise the reports of the College Inspection Committees. The Syndicate has recently issued a circular to all affiliated colleges in Arts, Science and Medicine to see that the number of admissions to one class or section of a class does not ordinarily exceed 150.

The total number of graduates during this and the preceding two quinquennia are given in the following table :—

	Number of graduates during the quinquennium.			Percentage increase or decrease during the quinquennium ending	
	1922–27.	1927–32.	1932–37.	31st March 1932 columns 2 and 3.	31st March 1937 columns 3 and 4.
1	2	3	4	5	6
Arts	3,746	4,222	6,655	12·7	57·6
Science	667	1,424	1,916	112·5	34·6
Agriculture	194	270	254	39·2	—5·2
Commerce	263	300	378	47·8	26·0
Engineering	396	427	500	39·5	17·1
Medicine	935	620	614	—33·7	—0·97
Law	1,568	2,146	2,261	26·9	5·3
Education	131	331	720	152·7	117·5
Technology	..	..	31	..	..

The following table shows the output of Masters in various subjects :—

—	Number of persons who took the Master's degree during the quinquennium			Percentage increase or decrease during the quinquennium ending 31st March,	
	1922–27.	1927–32.	1932–37.	1932.	1937.
1	2	3	4	5	6
M.A.	278	425	675	52·9	58·8
M.Sc.	68	135	212	98·5	57·0
M.Ag.	9	13	5	44·4	—61·5
M.Com.	1	7	11	600·0	57·1
M.E.	3	1	1	—66·6	..
M.D.	20	20	15	..	—25·0
LL.M.	11	14	15	27·7	7·1
M.S.	..	..	7	..	..

The following table gives the results of the more important University examinations held at the end of the year 1936–37 :—

—	Number of candidates examined.	I Class.	II Class.	Pass.	Total passed.	Percentage of passes.
M.A.	236	6	54	96	156	66·10
B.A. (Honours) ..	716	39	268	348	655	91·48
B.A. (Pass) ..	1,088	..	..	825	825	75·83
Intermediate in Arts.	2,990	..	148	1,584	1,732	57·92
M.Sc.	52	..	..	37	37	71·15
B.Sc.	553	21	153	218	392	70·88
Intermediate in Science.	1,932	37	381	689	1,107	57·92
First Year Arts ..	4,676	..	..	4,104	4,104	87·77
Matriculation ..	34,718	..	..	8,330	8,330	23·99

(*i*) *The Matriculation.*

27. During the quinquennium the Matriculation Examination continued to be held in English, an additional language, Mathematics, History and Geography and Elementary Science. The question of the revision of the Matriculation courses referred to in the last Quinquennial Report passed through several vicissitudes before the final scheme of studies was approved. The scheme has been designed primarily to lighten the work of an average candidate for the Matriculation examination and is in the nature of a compromise between the rival claims of the classicists, vernacularists, and the scientists, each of whom is reluctant to agree to the omission of his own special subject. The main changes in the subjects of the examination are as under :—

Courses of Studies.

(1) The paper in English texts has been omitted.

(2) The classical and the regional languages have both been made compulsory instead of the option between them allowed previously.

(3) Arithmetic has been omitted from the compulsory subjects of the examination.

(4) An option has been given between History and Geography.

(5) Five alternative groups have been proposed in Science instead of four, the new group added being ' General Science '.

The new course thus insists upon three languages and to make room for them History and Geography have been crowded together into one paper and Arithmetic has been omitted. The first examination under the new scheme was held in April, 1937, and it is yet too early to say whether the revised course will be an improvement upon the old one and whether it will fulfil the objects which its framers had in view.

(*ii*) *First Year.*

The first year course is common to all students taking the Arts or Science course. There is no University examination at the end of the First year and the students are examined by the college authorities in English, Mathematics, Second language and Elementary Physical Science. There is a great variation in the standard of the examination between the colleges. The percentage of passing varies from 63·71 to 98·93 while the average for all the colleges is 87·77.

(*iii*) *Intermediate.*

In the second year or the Intermediate course the student begins to specialise, choosing either Arts, Science, Commerce, or Agriculture. The students in Commerce or Agriculture have no option as all subjects are compulsory. They are English, Elements of Economics, Economic Geography, Accounting and Administration in the case of Commerce,

and Agriculture, Chemistry, Botany, and Mathematics and Elementary Physics in the case of Agricultural students. The Arts students choose between Logic and Mathematics along with English, Second Language, and Indian History and Administration which are compulsory. The Science student has to choose between two groups of subjects—(A) Physics, Chemistry, and Mathematics and (B) Physics, Chemistry and Biology. Those who wish to join the Engineering College have to take the former, while for the Medical College it is necessary to take the latter group.

With a view to enabling students in colleges to begin specialisation at an earlier stage of their career than they have been hitherto doing, a scheme of the bifurcation of studies in Arts and Science was framed before the end of the quinquennium, and it was decided to introduce the scheme from June, 1937, so that the first year examination in Arts and Science would be held for the first time in 1938. The subjects of the First and Second Year Arts and Science courses are as under:—

First Year.

Arts.	Science.
1. English.	1. English.
2. (*a*) A Classical language or a modern European language. (*b*) Composition in English or in a Modern Indian language.	2. (*a*) Composition in English or in a modern Indian language or (*b*) A paper in French or German.
3. Indian Administration.	3. Physics.
4. (*i*) Geography or (*ii*) World History or (*iii*) Mathematics.	4. Chemistry. 5. Biology. 6. Mathematics.

Second Year.

1. English.	1. English Prose.
2. (*a*) A Classical language or a Modern European language. (*b*) Composition in English or in a Modern Indian language.	2. (*a*) Composition in English or in a Modern Indian language or (*b*) A paper in French or German.
3. Economics and Civics.	3. Physics.
4. Logic or Mathematics.	4. Chemistry. 5. Mathematics or Geology or Biology.

(*iv*) *B.A.*

To obtain the B.A. degree there are two separate examinations in the Pass and Honours courses. The subjects for both are the same—Compulsory English and one of the six optional subjects, viz., (*a*) Languages, (*b*) Mathematics, (*c*) History and Economics, (*d*) Mental and Moral Philosophy, (*e*) Physics and Chemistry, and (*f*) Botany and Zoology. In the optional groups the Pass and Honours students have 4 papers common, while the Honours students have to take 3 additional papers. Honours and Pass papers in Mathematics and Science are, however, distinct. The number of papers for the Honours course in English and Mathematics is 8. Honours courses in the regional languages have now been introduced. The regulations provide that an Honour's graduate, who fails to obtain the minimum percentage for the Honour's degree, will be entitled to a Pass degree if he secures the required percentage of marks in the Pass papers. The Pass and Honours courses are not thus separate.

(*v*) *M.A.*

For the M.A. degree a candidate has to choose one of the five branches viz. Languages, History, Philosophy, Mathematics and ancient Indian culture. There are 8 papers in each.

(*vi*) *Science courses.*

For the B.Sc. degree a candidate has to select any two subjects: One Principal and the other Subsidiary out of Mathematics, Physics, Chemistry, Botany, Zoology, Geology, Microbiology, Animal Physiology, Human Anatomy, and Embryology and Experimental Psychology.

The M.Sc. degree can be taken by research alone or by a written examination and practical in any one of the seven branches, viz., Mathematics, Physics, Chemistry, Botany, Zoology, Geology and Animal Physiology. Since 1928–29 the passing in the test in French or German has been made antecedent to the presentation of the thesis or to the admission to the examination.

(*vii*) *Doctorates.*

The two degrees of Doctor of Letters and Doctor of Science instituted during the last quinquennium are conferred for published work which makes an original contribution to learning.

The degree of Ph.D. instituted during this quinquennium is given for any original contribution to the advancement of knowledge on the subject selected by a candidate for his thesis.

(viii) Professional.

Courses of studies for the professional examinations relating to Engineering, Agriculture, Medicine and Law have also been revised; the schemes of examinations have been altered considerably in some cases; in Medicine, steps are being taken in consonance with the recommendations made from time to time by the Medical Council of India, and it is gratifying to note that after a lapse of eight years, the General Medical Council of Great Britain has reconsidered its original decision and recognized the medical examinations of this University with retrospective effect from the dates on which the recognition was withdrawn. In law, apart from the changes made in the scheme of examinations, the University at present is in consultation with the High Court and the Bar Council on the question of legal education in all its bearings and as a result of these deliberations, ultimately, radical changes are expected to take place in the present system of legal education.

Post-graduate studies.

28. The problem of post-graduate teaching and research has been in the forefront of the University programme since the passing of the Bombay University Act, 1928. The Act provides for the constitution and functions of a Board of post-graduate studies as one of the authorities of the University with a view to enabling the University to provide greater facilities for higher education and to conduct post-graduate teaching in all branches of learning, including technology. The direct activities of the University in respect of post-graduate studies have been confined to the University Departments of Economics and Sociology and the Department of Chemical Technology opened in November, 1933, and as the financial position of the University would not admit of extending these activities in other subjects attempts were directed towards evolving a scheme whereby post-graduate teaching and research in the affiliated colleges can be controlled and co-ordinated under the supervision of the University. In the initial stages several legal difficulties had to be overcome. The ruling given by His Excellency the Chancellor on the various questions connected with post-graduate work has been found to be very helpful and the University is now conducting post-graduate teaching and research through recognised University teachers in various centres outside Bombay without additional expenditure. It is recognised that the system of post-graduate instruction adopted has several shortcomings, but attempts are constantly being made to place it on a more satisfactory basis. The Board of post-graduate teaching and the Syndicate have been giving their anxious thought to the problem of reorganising post-graduate work in mofussil centres. Greater co-ordination of these activities is being achieved and Central Co-ordinating Committees have been set up in Poona and in Bombay.

With the addition of the new Department of Chemical Technology and with the increasing number of students in the Departments of Economics and Sociology, the need for a hostel for the students of these Departments was keenly felt. To provide this amenity and to foster

the development of a healthy corporate life amongst its own students, the University rented a building near Marine Lines facing the sea and located at a convenient distance from the Departments.

During the quinquennium the following new degrees were instituted :—

Doctor of Philosophy	Ph.D.
Master of Education	M.Ed.
Bachelor of Science (Technology) ..	B.Sc. (Tech.)
Master of Science (Technology) ..	M.Sc. (Tech.)
Bachelor of Science (Agriculture) ..	B.Sc. (Agri.)

The University School of Economics and Sociology.

29. The School of Economics and Sociology maintained by the University since 1919–20 continued to show steady progress during the quinquennium. The number of students increased from 87 on 31st March, 1932, to 246 on 31st March, 1937. The School is specially devoted to research work and progress in research is also reported to be satisfactory. The number of research students increased from 48 in 1932 to 53 in 1937. During the quinquennium 30 thesis were submitted for the M.A. degree, and 2 for the Ph.D. degree, all of which were accepted. Eleven theses were published during the quinquennium. The recent institution of the Ph.D. degree has made it possible to give proper recognition to research work of merit. This has also enabled the School to raise the standard of research work and to admit only those who were sufficienty advanced in their subject in the research course. The School possesses a library which may be said to be the best of its kind in Western India. The total number of volumes exceeds 23,000 and efforts are continuously made to keep the library up to date and well organised, so that it may become a centre of research of the social sciences. The School is reported to be now in a position to play a prominent part as a research institution by means of encouraging systematic studies towards the solution of the economic and social problems of the City and the Province.

The University Department of Chemical Technology.

30. Encouraged by some promised donations the Academic Council appointed in March, 1930, a Committee under the Chairmanship of Sir M. Vishweshwarayya to prepare a scheme for the establishment of a University Department in Technological subjects. In view of the limited number of the promised donations the Committee recommended the establishment of only one Department of Chemical Technology to start with and that too confined to undergraduate teaching. The cost involved was estimated at Rs. 1¾ lakhs recurring and Rs. 6½ lakhs non-recurring. The anticipated donations, however, did not materialise and it was not found financially possible to put the scheme into operation. With a view to making an early beginning with the resources at the command of the University, Dr. T. S. Wheeler placed before the University for its consideration a modified scheme for post-graduate teaching in technology in co-operation with the Royal Institute of Science and the

Victoria Jubilee Technical Institute. This modification was proposed with a view to saving the expenditure on the teaching of pure Science, as Science graduates obtain a sufficient training in pure Science during their undergraduate course. The scheme was approved by the various University bodies. Dr. R. B. Forster, Ph.D. (Berlin) arrived in Bombay in October, 1933, and completed the plans etc. necessary for the structural alterations in the East Wing of the Royal Institute of Science in which the Department was to be housed. His Excellency the Governor formally handed over the East Wing of the Institute building to the University on the 15th November, 1933, in the presence of a distinguished assembly consisting of members of the University and prominent citizens connected with the mill and other industries of Bombay. The Wing has been handed over to the University for a period of 5 years and Government have done all they could to smooth the path of the University by imposing only such conditions as were unavoidable.

The main object of the Department is to form a link between science and industry. This link makes it possible for the graduate in pure science, who is industrially minded, to prepare himself for an important part in industry, thereby forming an outlet for the products of the colleges ; it will also serve as a source of supply of men for the needs of Indian industries ; and lastly, as a home of research, it will help development of new ideas, and problems suggested by industrialists can be tried out on a practical scale.

Two courses of study have been organised—(*i*) Textile Chemistry and (*ii*) Chemical Engineering. In the former the students are given a fundamental training in the theory and application of dyes, the properties of textile fibres and their processing. In the latter the aim has been to train men who will be able to adapt themselves to the varying needs of the chemical industry. The courses of study are so organised that the student must master not only the scientific principles of his craft, but must also put them into practice by his own manual labour. For it is obvious that only those who have carried out an operation are in a position to direct others. Each student has to undergo a course of three months' practical training in a recognised mill or works, and educational tours are organised annually to enable the students to inspect works and places of industrial interest throughout India. Provision has been made for the admission of 10 students every year to each of the two courses.

Medical Inspection.

31. The University introduced annual medical inspection of students in the colleges affiliated in Arts, Science and Medicine in pursuance of the desire of the Senate to introduce a scheme of physical training. The first inspection took place in 1931, and since then every year, at all centres, students are examined by medical men and women and a detailed report on each case is submitted by them. The report is in duplicate—one copy is retained in the college office while the other is submitted to the University—and provision is made therein for a comparative record extending over 4 consecutive years, so that physical development of individual students according

to normal period they are in the colleges can be viewed at a glance. Students are divided into 3 classes—A, B and C. The A class students satisfy a certain prescribed standard for weights and measurements. The C class students are those who are unfit for physical training and improvement either due to some organic disease (*i*) incurable or curable by medicine, or (*ii*) curable by surgical operation. The B class students are those who do not go into either A or C class. With a view to securing a uniform standard, the classification of students into A, B and C classes on the basis of medical inspection is done by one Doctor in Bombay. During the year 1936-37, 12,226 students (11,131 men and 1,095 women) were examined. The percentage of students in the 3 classes was as under :—

Class.	Men.	Women.	Total.
A	47·7	59·1	48·2
B	51·5	40·0	50·1
C	1·8	0·9	1·7

It is reported that repeated medical examinations from year to year conducted under the auspices of the University are making their effects felt. They have awakened interest in the minds of the students about their shortcomings as regards the development of their bodies. Students have been asking and enquiring as to what they should do to mend these defects and it should be the duty of the University to foster this state of affairs by whatever practical ways and methods it can adopt to carry on this work to mend matters.

Physical Training.

32. Medical inspection was an essential preliminary to the scheme for physical training, the introduction of which the University was contemplating for the past few years. In the first half of the quinquennium, a whole-time Director of Physical Training was engaged, and he organized two camps for the training of student instructors. These camps and the experimental schemes subsequently introduced in the colleges, though they did not become permanent features of University student life, served to clarify ideas regarding physical education. It was ultimately decided that, before embarking upon any compulsory scheme, the University should provide facilities, directly or indirectly, for the training of Physical Training Instructors. A number of scholarships were offered and the colleges were asked to nominate members of their staff who could be deputed for training at the Young Men's Christian Association College of Physical Education, Madras. It was laid down as a condition of the award of the scholarships that the scholars should, after completion of training at Madras, undertake to serve for a prescribed period the respective colleges which deputed them.

The first batch of scholars completed their training and it was decided that the scheme for the physical training of the students of the first year and second year classes of the colleges affiliated to the University in Arts, Science and Medicine, should come into operation from June,

1937. In the initial stages, the scheme will remain somewhat elastic so as to enable colleges to adapt their programme to local conditions. With this end in view, an extensive list of items of physical training has been provided from which each student can make his selection.

The University Training Corps.

33. The progress of the University Training Corps during the quinquennium can be judged from the following extract from the report of the Commandant in charge:—

"Up to the year 1934 no definite syllabus of training had been "laid down for University Training Corps units but in 1935 a provi- "sional syllabus was introduced based on the same as that carried "out by University Training Corps units at home. This proved to "be practical and is to be adopted in future and it is also proposed "to introduce two examinations for certificates which will be of "value to cadets.

"The chief difficulty encountered in training has been the large "number of cadets who leave after only completing one year's service. "This is due to a number of causes, the chief being that owing to "financial reasons cadets had to leave college. Physical unfitness "is also a reason. The latter has been overcome by introducing "a strict medical examination for all new entrants from 1936 onwards. "Apart from ensuring physical fitness, this examination has been "instrumental in a much better type of student joining. Although "physically fit the physique of a very large percentage of cadets "is poor. The Corps is very popular with the students and a large "number of applicants have to be turned away each year. This is "satisfactory as it allows the best to be chosen and the aim is to "obtain quality before quantity.

"There has been a good deal of change in officers during the period, "but several are still serving who joined when the unit was first "raised. All officers who should have passed their promotion examina- "tions have done so in the last three years. In 1935 an examination "for promotion of Non-Commissioned Officers was introduced with "the results that the standard of knowledge and work has largely "increased. This examination has also killed promotion by favouri- "tism, a just cause of discontent. Officers and Non-Commissioned "Officers have been given extra training in more advanced training "and in 1935 a fortnight's Non-Commissioned Officers cadre "course was held. Unfortunately owing to non-provision of money "this has not been held since. The question is however under "consideration by the military authorities.

"The majority of officers have completed their four months attach- "ment to Regular Units with very beneficial results to themselves "and the Corps. The Regular units take a real interest in these "attachments and do all they can to instruct these officers.

"Five cadets from the Corps have been successful in gaining "admission to the Indian Military Academy in the open competitive "examination. It must be remembered that there are very few

"vacancies in the competitive examination and only the best can be "successful; apart from the examination there is the interview "to be passed. This year Sergeant Satarawalla passed in first in "all India. A large number have applied for commissions in the "Indian Territorial Force but owing to the paucity of Indian Terri- "torial Force units in the district there are few vacancies. Three "cadets have been given commissions.

"Parades and annual camp have been well attended and all ranks "have always shown great keenness in their work. It is very seldom "that disciplinary action has had to be taken for absence. Annual "camps have been held at various places near Poona. Training at "these camps has always been assisted by the Regular Army Units "in Poona and by demonstrations given by other arms of the service. "Athletics are of a good standard and there is a very good spirit "of *Esprit de corps* as opposed to the individual. Boxing has improved "and there are several promising young boxers.

"Each year at the Annual Convocation of the Bombay University "the Corps has provided a guard of Honour to His Excellency the "Governor. On each occasion they have received high praise from "His Excellency and have deserved what was said. His Excellency "also inspected the Poona Companies in 1934.

"The following is an extract from the last annual report on the "unit and shows that the work being done justifies the money and "time spent:—

'It is a well run unit in which all ranks show great keenness, 'it is, I think, carrying out a really useful purpose in instilling 'discipline, and a certain degree of hardihood among the University 'students.

'The tone and spirit of the unit appears to be excellent. This 'unit has maintained a high standard of keenness and *esprit de* '*corps* throughout the year.'

"The average amount of training done per year is 190 hours and "15 days camp, the officers and N. C. Os. doing rather more.

"The Corps is fortunate in that the Vice-Chancellor and University "authorities take an active interest in the activities of the Unit."

Foreign Universities Information Bureau.

34. The University Information Bureau opened in 1926 as a result of the recommendations of the Lytton Committee in place of the old Provincial Advisory Committee controlled by Government continued its useful work during the quinquennium. In order to emphasise the fact that the function of the Bureau is to give information in regard to educational institutions in foreign countries and thus prevent enquiries about educational institutions in India, the name of the Bureau was changed during the last quinquennium from "University Information Bureau" to "Foreign Universities Information Bureau". The Bureau now consists of the Vice-Chancellor and seven other members appointed by the

Syndicate to represent the branches of Arts, Science, Law, Commerce, Education and Technology. The Bureau does not content itself with supplying information only, it is the channel through which applications for admission to foreign educational institutions are forwarded to the authorities concerned through the High Commissioner for India. It is also the channel through which changes in the curricula or regulations of British Universities are communicated to the colleges concerned in this Province.

The following statistics will give an idea of the work done by the Bureau during the last five years :—

——	1932–33.	1933–34.	1934–35.	1935–36.	1936–37.
Number of enquiries made by post.	1,565	1,798	1,899	1,854	1,984
Number of enquiries made in person.	1,200	1,660	1,293	1,166	1,127
Number of students who applied for prospectuses etc.	1,111	2,004	1,688	1,638	1,724
Number of documents containing prospectuses etc. supplied.	1,976	2,991	2,551	2,408	2,713
Number of students who proceeded to England so far as the Bureau is aware.	..	..	..	63	107

During these five years there has been an increasing desire on the part of students to appear for the Indian Civil Service Examination, for Engineering Examinations and also for British Medical degrees and diplomas. The Diploma in Teaching is also much sought after and it is reported that men and women students apply for admissions to the institutions concerned in larger numbers than before. On the whole the desire for foreign qualifications in different faculties is on the increase.

Establishment of regional Universities.

35. In April 1933, His Excellency the Governor accompanied by the Honourable Minister for Education received a deputation, led by Mr. M. R. Jayakar, which asked Government to undertake early legislation for the establishment of a University at Poona with jurisdiction over all the Marathi speaking parts of the Province except Bombay City. The proposal involved far-reaching issues, which included the future position of the University of Bombay and the question whether some form of relief was required by it. Government considered therefore that it was advisable, before determining their policy, to convene a conference to which all heads of colleges affiliated to the University, representatives of the interests of the Bombay University, head masters of selected

High schools, ex-Ministers of Education, certain heads of departments and educational officers of Government, and representatives of special interests e.g. the Backward classes were invited. The Conference, which was opened by His Excellency the Governor and presided over by the Honourable Minister for Education, was held at Poona in July, 1933. The trend of the debate showed that the balance of opinion on the whole was against the formation of regional universities with powers of affiliation over external colleges. A considerable body of opinion, however, was in favour of unitary and possibly residential universities where conditions are favourable and where adequate finance is forthcoming. As this type of university did not strictly fall within the scope of the agenda, this alternative proposal was not fully discussed.

General.

36. With the multiplication of the new activities under the University Act, it was thought desirable that stock should be taken of the existing commitments and resources, so that the lines of future development might be marked out definitely. A Committee of the Syndicate was appointed to consider the whole question with the help of sub-Committees. It is examining in details schemes for the development and extension of the existing University Departments and of starting new Departments in subjects such as Mathematics, Education and Psychology. Pending the report of the Committee, no major issue is likely to be taken up.

In connection with the position and influence of the University in the social system the following extract from His Excellency the Chancellor's Convocation Address in 1936 will be of interest:—

"There has been during the last century much discussion of the "functions of a modern university. In practice they are, broadly "speaking, two. One is the advancement of knowledge by research "and thinking. The other is the conservation and spread of know-"ledge and ideas by, among other methods, teaching. It is the "latter function, the giving of instruction, which in Bombay must "appear to the students, their parents, and the general public to "be the main function of the university. I may emphasise, also, "that a great deal of the instruction given at a modern university "is professional in character and designed specifically to train the "student for a professional career. This is not a fortuitous circum-"stance. It has been frequently urged that the aim of a University "should be to fit its students for their after-careers in life and it has "sometimes been a criticism of the Bombay University that it gave "much instruction which was useless for this purpose.

"But these were not the views in the past of the older universities "elsewhere and, while the instructional function of a modern university "is of great importance to the individual student, the older view is "of great importance to society and the state. In the older view "the main function of a university was the culture of the intellect by "means of a liberal education in which the subjects taught were "distinguished for their inutility in earning a livelihood. In such

"an education, also, the importance attached to what was taught "was hardly greater than the value given to the opportunities of "intellectual development afforded by merely bringing together "a number of young men for a few years. The aim of such an educa- "tion was to train good members of society and true citizens of the "state, and it was, in practice, the education of the class which gave "a nation its leaders.

"The idea of such an education and its system are, fortunately, "still in places preserved. But both the idea and the system are "often barely discernible in modern universities beneath a dense "overgrowth of professional instruction. Herein lies the possibility "not merely of loss but even of danger to society and the state. The "state is, indeed, concerned that its teachers, doctors, lawyers, "engineers, chemists—all those trained in its universities for "a professional career—should have high professional attainments "and be efficient servants of the public. But it is not less concerned "with these men and women as its citizens and as leaders in all "branches of its public life. It is because the Bombay University "has a responsibility in this direction, which I believe it recognises, "that I venture to ask you to consider with me how far its students "are fitted not merely by instruction and training to serve their "clients efficiently and to earn a livelihood but are fitted also by "cultivation of the intellect to play their parts as citizens, many "of them as public workers, some of these as public leaders, a few— "there can be only a few—whose names will live after them."

At the end of the quinquennium certain adaptations in the Bombay University Act were made in accordance with the Order in Council known as the Government of India (Adaptation of Indian Laws) Order, 1937, made by His Majesty with a view to bringing the provisions of law into accord with the Government of India Act, 1935.

CHAPTER IV.

Arts Colleges.

37. The number of Arts Colleges affiliated to the University (excluding the University School of Economics and Sociology) increased from 13 to 14 during the quinquennium under report. Of these, 5 are managed by Government and the rest by private bodies. Of the 9 colleges managed by private bodies, two belong to Christian Missions and seven to other private bodies. Of these 9 non-Government Colleges, 8 are aided by Government and one is unaided. While the Deccan College, Poona, managed by Government was closed at the end of the academic year 1933-34, two new colleges managed by private bodies, viz. the Nowrosji Wadia College, Poona, and the Lingaraj College, Belgaum, were opened in June, 1932, and 1933, respectively.

With the closure of the Deccan College, Poona, one of the oldest educational institutions in the Province went out of existence. As stated in the last year's report, in October, 1934, a suit was filed in the District Court, Poona, by the Advocate General at the relation of the Government of Bombay against the Secretary of State for India and the Director of Public Instruction for permission of the Court to sell the Deccan College buildings, towards the construction of which Sir Jamshetjee Jeejeebhoy had given a donation of Rs. 1,25,000, and to apply the sale proceeds in awarding scholarships to students proceeding for technical studies abroad. Sir Jamshetjee Jeejibhoy, 6th Baronet, the Deccan Education Society, Poona, the Deccan College Past Students' Association and the Deccan College Gymkhana represented by its Plenipotentiary Committee joined the suit as defendants. In his decision, the District Judge, Poona, did not give the permission asked for to sell the Deccan College buildings but ordered that trustees should be appointed as originally intended and they should submit a scheme for the disposal of the property for the decision of the Court. An appeal was filed in the High Court of Bombay in March, 1936, against the decision of the District Court but the appeal is still pending.

During the quinquennium the Nowrosjee Wadia College, Poona, started by the Modern Education Society from June, 1932, was affiliated in Arts up to the B.A. examination in certain subjects and in Science up to the Intermediate stage in groups A and B. The Karnatak Lingayat Education Society opened the Lingraj College at Belgaum from June, 1933, which was also similarly affiliated to the University. The Karnatak College was affiliated to the University for a period of five years from June, 1934, for the teaching of Science Courses leading to the B.Sc. Examination in Chemistry (Principal and Subsidiary), Physics (Subsidiary), Zoology (Principal and Subsidiary), Botany (Subsidiary) and Mathematics (Principal and Subsidiary). This satisfied the long felt need of the Karnatak students, as it enabled them to complete their Science course up to the B.Sc. Examination in Dharwar without undergoing the expenses of going to Poona or Bombay. The M. T. B. College

Surat, was also affiliated to the University in the faculty of Science for the Inter-Science Examination in Group B and for the B.Sc. Examination in Physics, Chemistry and Mathematics; and the Willingdon College for the Inter-Science Examination in both the groups, A and B.

Number of students.

38. The total number of students in all the Arts and Science colleges, excluding the University School of Economics and Sociology (an account of which has been given in Chapter III), increased from 8,134 in 1931–32 to 9,864 in 1936–37, an increase of 1,730, or 21·3 per cent. Of the 9,864 students, 1,048 were women students as against 571 in 1931–32. This increase in the number of women students is gratifying. The number of students in Government colleges at the end of the quinquennium was 2,649 and that in non-Government colleges was 7,215. The corresponding figures at the end of the last quinquennium were 2,528 and 5,606 respectively. The increase in the number of students was shared by all colleges. The average attendance in 1936–37 was 9,081, or 92·1 per cent. of the number on the roll, as against 84·8 per cent. in 1931–32.

Of the 9,864 students studying in Arts colleges, 614 were Europeans, Anglo-Indians and Indian Christians, 7,423 were Hindus (6,440 Advanced, 896 Intermediate, and 87 Backward), 482 Muhammadans, 845 Parsis and 500 others.

Expenditure.

39. The total expenditure on Arts and Science colleges, excluding the University School of Economics and Sociology, rose during the quinquennium from Rs. 17,89,968 to Rs. 22,29,137, an increase of 24·5 per cent. It was made up as under :—

	1931–32.		1936–37.	
	Amount.	Percentage.	Amount.	Percentage.
	Rs.		Rs.	
Government Funds ..	4,55,772	25·5	4,44,743	20·0
Board Funds	....	....	250	0·0
Fees	11,21,508	62·6	14,60,804	65·5
Other Source	2,12,688	11·9	3,23,340	14·5
Total ..	17,89,968	100·0	22,29,137	100·0

Government contribution decreased by 5·5 per cent., while the expenditure from fees and other sources increased by 2·9 and 2·6 per cent. respectively. The total expenditure on Government Arts colleges decreased from Rs. 6,61,529 in 1931–32 to Rs. 6,51,314 in 1936–37 and so also the Government contribution from Rs. 2,68,622 in 1931–32 to Rs. 2,41,491 in 1936–37. In the case of non-Government Arts colleges the total expenditure increased from Rs. 9,62,661 in 1931–32 to Rs. 12,89,898 in 1936–37 but the Government contribution fell from Rs. 1,42,198 to Rs. 1,39,800.

The average annual cost of educating a student rose from Rs. 226 in 1931–32 to Rs. 229 in 1936–37, but the cost to Government fell from Rs. 58 to Rs. 46. The total average cost and the cost to Government per student in Government Arts colleges (excluding the Royal Institute of Science) and in aided colleges is given in the following comparative statement :—

	Total cost.		Cost to Government.	
	1936–37.	1931–32.	1936–37.	1931–32.
	Rs.	Rs.	Rs.	Rs.
Government	281	296	104	120
Aided	195	180	21	29

It will be seen from this table that the cost of educating a student in Government Arts colleges is Rs. 281, of which Rs. 104 are borne by Government; in aided colleges the total cost is Rs. 195, of which Rs. 21 only are borne by Government. The low average cost in non-Government colleges is due to the comparatively low scale of pay of the teaching staff and the larger number of students in these institutions.

Grant-in-aid.

40. Of the nine non-Government Arts colleges in the British Districts, all except the Nowrosji Wadia College, Poona, are in receipt of a grant-in-aid from Government. The three Colleges at Nasik, Sangli, and Belgaum were brought on to the grant-in-aid list with effect from the year 1933–34. The reduction in the allotment for grant-in-aid to Rs. 1,39,800 and the admission of these three colleges to grant-in-aid necessitated the reassessment of grants to all colleges. One of the conditions on which grants are given is that every aided college should charge a minimum rate of fee laid down by Government, viz., Rs. 70 per term per student in the colleges in Bombay and Rs. 60 per term per student in the mofussil colleges.

41. Tutorial work is carried on in all colleges as far as circumstances permit. It is possible in the higher classes where the number of students is comparatively small. The Principal, Gujarat College, reports that the scheme of tutorial work adopted by him has shown excellent results. In this connection the Principal, Wilson College, has observed—

Tutorial work.

"A general attempt has been made to introduce more tutorial "work in the First Year and Intermediate Arts classes. This is not "easy because of the large numbers, but groups of about 25 students "each have been formed and effort has been made with some success "to give more individual attention than was formerly possible. "Another innovation was the division of the First Year Class into groups "of about a dozen students, each group being put under a member "of the staff who invited the students of his group to his house and "endeavoured to take a personal interest in them. This scheme has "been in operation for two years and on the whole has proved useful. "The students generally appreciate the interest taken in their welfare "and the members of the staff who undertake this work voluntarily "have found that they can give much useful guidance to the "students."

The Principal, Fergusson College, writes—

"The working of the system has now revealed that although there "are limitations to its usefulness in academic matters, it has immense "possibilities in establishing good social relations between the teacher "and the taught."

42. The University requires that each affiliated college should provide residential accommodation for such a percentage of its students as the Syndicate may from time to time prescribe. Out of the total number of 9,864 students, 1,776 were living in the hostels attached to Arts colleges in 1936–37, as against 1,716 in 1931–32. The number of students for whom accommodation is available is 2,022.

Hostels.

43. The quinquennium was marked by the building programme undertaken by a number of Colleges. Among these the following may be mentioned :—

Notable events.

(*a*) The Sir Parashurambhau College, Poona, made considerable additions to its buildings in the form of an Assembly Hall (now named Lady Ramabai Hall), Library Hall, Students Hall, etc.

(*b*) The building of the Wilson College was extended to the West by building up to Harvey Road with a wing along that Road. The extension was opened in November, 1935, by His Excellency the Governor.

(*c*) The M. T. B. College, Surat, constructed a new Science building which was opened by His Excellency the Governor in December, 1935.

(*d*) The Modern Education Society, Poona, constructed for its Nowrosjee Wadia College a series of commodious buildings including the main College building.

(*e*) Extensive additions and alterations were made to the North wing of the St. Xavier's College buildings and a magnificient building was erected in the centre of its open quadrangle for the college Hall and Library. This Hall was opened by His Excellency the Governor in January, 1937.

The Deccan Education Society and the Fergusson College, Poona, celebrated their Golden Jubilee in 1934. On this occasion a comprehensive volume containing the history of the Society was brought out.

During the year 1936-37 an educational tour was arranged by the St. Xavier's College. For this purpose the college authorities reserved one whole G. I. P. train with 14 bogies, all second class with sleeping accommodation for 210 (two carriages reserved for ladies). The run was over 1,900 miles with halts at Bhopal, Gwalior, Delhi, Muttra, Agra, Sikandar, Fatepur, Sikri, Ajanta. Twenty buses or 80 tongas were available for sight-seeing at the various places visited. Three Fathers, 2 Professors, one Doctor and a nurse accompanied the tour.

Royal Institute of Science.

44. The establishment of the Royal Institute of Science was made possible by a generous response to an appeal made in 1907-08 by Lord Sydenham, the then Governor of Bombay, for help in improving the study of Science in the University of Bombay. Sir Cowasjee Jehangir, Bart., led the way with a donation of Rs. 4 lakhs. Sir Jacob Sassoon, Bart., gave Rs. 10 lakhs and Sir Currimbhoy Ibrahim, Bart., gave Rs. 4½ lakhs of which 1 lakh was to be reserved for establishing scholarships to be given to Muhammadans attending the Institute. The late Sir Vasanji Trikamji Muljee, Kt., gave Rs. 2¼ lakhs for the Library of the Institute. The building was nearly complete by the end of the year 1915. Under the claims of the War, however, the Institute was fitted up as a hospital. It commenced teaching work in 1920 and worked as a part of the Elphinstone College up to 1926. It was affiliated to the University for the teaching of courses leading to the B.Sc., degree in 1926. The Institute has spacious and well-equipped laboratories for the teaching of the courses up to the B.Sc. principal standard in Physics, Physical and Inorganic Chemistry, in different branches of Zoology such as Anatomy, Cytology, Embryology, etc., and in different branches of Botany including plant physiology. There is provision in these laboratories for postgraduate students to carry on research in these subjects. During the quinquennium the affiliation of the Institute to the University was renewed for 5 years from June, 1933.

The number of students in the Institute increased from 261 in 1931–32 to 309 in 1936–37. The number of post-graduate students increased from 62 in 1931–32 to 94 in 1936–37. Of these 94 students, 64 were reading for the M.Sc. degree and 30 for the D.Sc.

Research work continued to be carried out both by the post-graduate students and by the members of the staff as far as funds permitted. During the year 1936–37, 59 papers were published. Of these, 7 were in Physics, 43 in Chemistry, 3 in Botany and 6 in Zoology.

The total expenditure of the Institute increased from Rs. 1,65,778 in 1931–32 to Rs. 1,86,846 in 1936–37. Government contribution increased from Rs. 44,952 in 1931–32 to Rs. 63,452 in 1936–37. The average annual cost per student fell from Rs. 635 in 1931–32 to Rs. 610 in 1936–37, but the cost to Government increased from Rs. 172 in 1931–32 to Rs. 207 in 1936–37.

The East Wing of the Royal Institute of Science was handed over on the 15th of November, 1933, by His Excellency Sir Frederick Sykes on behalf of the Government of Bombay to the University to house their new Department of Chemical Technology for a period of 5 years. This necessitated the fitting up of a new Junior Physics laboratory in the portion on the second floor of the Institute previously occupied as quarters by the Professor of Physical and Inorganic Chemistry. The Hostel of the Royal Institute of Science was removed to two flats in the Dattoobhoy Mansion opposite the Institute.

During the quinquennium the second report of the Institute covering the period from 1926 to 1934 was published. Efforts have also been made to interest the public in Science. In 1934 a Scientific Exhibition was organised by the staff and students with the aid of Mrs. C. P. Blackwell, Chairman, Hospital Special Appeal Fund Committee. The Exhibition was visited by His Excellency the Governor of Bombay, by the Honourable Minister of Education and by large numbers of the general public. Approximately Rs. 17,500 were contributed to the Hospital Fund. Apart from this, lectures in Gujarati and Marathi have been given by members of the staff under the joint auspices of the Philosophical Association of the Institute and the Bombay Province Adult Education Association. The annual meeting of the Indian Mathematical Society was held in the Institute in 1932, of the Indian Science Congress in 1934 and of the Indian Academy of Sciences in 1935. The members of the staff take an active part in the scientific life of the Province. They serve on the Councils of some of the All-India Societies and Academies.

CHAPTER V.

Professional Colleges.

45. This Chapter deals with Professional colleges affiliated to the University. An account of other Professional institutions, such as Engineering and Commercial classes, Industrial and Technical schools, etc. is given in Chapter IX. There are now 12 Professional colleges affiliated to the University—2 for Commerce, 1 for Agriculture, 1 for Engineering, 1 for Chemical Technology, 2 for Medicine, 4 for Law and 1 for the training of Secondary teachers. Of these, the College of Agriculture and the two Medical Colleges are under the control of the Departments of Agriculture and Medicine respectively. The Department of Chemical Technology, which was opened in November, 1933, but classified as a Professional college now, is conducted by the University. Details of the expenditure and the cost per student in each of these colleges are given in Subsidiary form No. 1 printed in the Supplement to this Report.

Commerce.

46. The Sydenham College of Commerce and Economics, Bombay, owes its existence to the keen interest taken in the subject by Lord Sydenham, the then Governor of Bombay, and to the munificence of Bombay merchants who gave large donations to found endowments for the College. The College was started in 1913 with the main object of supplying the growing needs not only of this Province but of India generally for young men specially trained in Commercial education. In the management of the College the Department is assisted by an Advisory Board of which the representatives of many of the leading mercantile institutions are members. The constitution of the Advisory Board of the College was revised twice during the quinquennium, once in 1933 and again in 1936. The Board as now constituted, being fully representative of all the important commercial interests in the City, is helpful in advising Government on questions relating to the College and in enabling the institution to work in full harmony with the practical requiremnts of commerce and industry.

During the quinquennium the College lost one of its founders, viz. Sir Jugmohandas Vurjivands, Kt., who died in 1934. He took a keen interest in the affairs of the College and was a member of the Advisory Board of the College until 1930.

As a result of the recommendations of the Reorganisation Committee, Government considered the question of increasing the fees in this College but decided that they should not be increased. The following proposals were, however, sanctioned by Government as alternative sources of revenue with effect from the academic year 1933-34 :—

(1) that the number of students in the College should be increased from 350 to 400 ;

(2) that the system of charging fees for individual subjects should be abolished ;

(3) that post-graduate students should be charged fees of Rs. 60 per annum ; and

(4) that students from Indian States and other Provinces should be charged fees at the rate of Rs. 125 per term instead of Rs. 100.

The College continues to attract students in large numbers not only from this Province but also from other parts of India. During the quinquennium the demand for admission to the College was larger than in the quinquennium preceding it. A new College of Commerce was opened at Ahmedabad from June, 1936, but this has had no adverse effect on the number of admissions to the College. The number of students on the roll increased from 314 on 31st March, 1932, to 415 on 31st March, 1937. Of the 415 students, 255 were Hindus (226 Advanced and 29 Intermediate), 18 Muhammadans, 1 European, 17 Indian Christians, 80 Parsis and 44 Others. The total number included 5 women students.

At the Intermediate Commerce Examination held in March, 1937, 120, out of 205 appeared, were declared successful. The percentage of passes was 58·5, as against 36 in 1931–32.

At the B.Com. Examination held in March, 1937, the College sent up 155 students, of whom 52 passed. The percentage of passes was 33·5, as against 39·8 in 1931–32.

At the M.Com. Examination held in June, 1937, 4 students appeared and 3 passed.

As regards the methods of instruction the Principal reports—

" Visits of observation continue to form an important aspect of " teaching work at the College and during the quinquennium students " were taken on visits of observation to various places of commercial " and industrial interest such as, the Bombay Stock Exchange, the " Bombay Bankers' Clearing House, the Mint, the Khatau Makanji " Spinning and Weaving Mills, the Times of India Press, the Cotton " Exchange, the Technological Research Laboratory, the Bombay " Silk Mill, the Swastick Oil Mills, the Safe Deposit Vault of the Central " Bank of India, Ltd., the Assembly plant of General Motors, India, " Limited, the Port Trust Docks, and the Government Security " Printing Press, Nasik."

As usual a number of short courses of evening lectures were arranged during the quinquennium under report for the benefit of persons engaged in business or otherwise unable to attend regular classes.

In addition to the above courses of lectures by the members of the teaching staff of the College, lectures on " Welfare and Personnel Work " with special reference to the Mill Industry in Bombay were given by Miss F. E. Hawkins, M.A. (Sheffield). A series of discourses on

"Representative Economists of the Day" was also delivered by Sir Jehangir Coyajee.

During the quinquennium provision was made for physical training of the College students by arranging organised games as desired by the University. The students of the Intermediate and Junior B.Com. classes are required to take part in these games. The Vice-Chancellor of the University of Bombay visited the College with a view to see the arrangements made by the College with regard to these games, and expressed his satisfaction with the way in which the tournaments were conducted.

A well equipped gymnasium in the College compound was opened during the year 1936–37. The gymnasium meets a long-felt need of the students who have begun to take advantage of the facilities now provided in the interests of their physical fitness.

The associations of the College students continued to do useful work by arranging lectures, holding debates, etc. One more such association, the Advanced Accountancy Students' Association, was formed during 1936–37 to enable students, who are specialising in Advanced Accounting and Auditing, to arrange lectures on subjects that are of special interest to them. The College Co-operative Store, which represents one of the important activities of the College students, continued to show good results.

The work of the College has been well appreciated. It has consistently received cordial support and co-operation from the business community. The leaders of commerce and industry have throughout evinced great interest in it. Sir Byramji Jeejeebhoy, Kt., and Mr. Behram N. Karanjia, who were Presidents of the Students' Union of the College in 1934-35 and 1935–36 respectively, have each donated a challenge cup for "Efficiency and Character" and for the "Best Debater" for the students of the College.

Mr. Sultan M. Chinoy, who was the President of the Students' Banking Association of the College for 1936–37, has offered a donation of Rs. 800 in 3½ per cent. Government securities for the endowment of a prize to be called "The Sultan Chinoy Prize" which is to be awarded annually to a member of the College Banking Association for the best essay on a banking subject. The following other donations were received during the quinquennium :—

Sir Kikabhai Premchand, Kt., gave a donation of Rs. 1,000 in 3½ per cent. Government securities in 1932-33 for the endowment of a prize to be awarded annually to the student passing the Intermediate Commerce Examination with the highest number of marks in Economics.

The Dr. N. J. Shah Memorial Committee gave a donation of Rs. 800 in 3½ per cent. Government securities in 1933–34 for the endowment of a prize to be awarded annually to the student passing the B.Com.

Examination with the highest number of marks in "Modern Economic Development"—one of the subjects which were taught by Dr. Shah when he was on the teaching staff of the College.

In connection with the employment of Commerce gradutes the Principal reports—

"As regards the employment of past students of the College, I am "glad to say that a fair number of them continue to get suitable "employments. Of course, they are not now as fortunate as those "who passed out of the College some ten years ago. Day by day, "owing to the unemployment among educated classes and trade "depression, the problem of service is becoming more and more "difficult, and graduates of the College are no exception to this state "of affairs. However, the number of old students of the College "who remain without employment for a considerable time is "comparatively small. The experience is that those who do well "at the B.Com. Examination or who have good business connections "find no great difficulty in getting fixed up in banks, mills, or some "other commercial concerns. Among those who have to wait for "a long time are persons who are of very ordinary calibre and some "who do not like the idea of going away from their homes. Owing to "the fact that the young men after leaving the College do not keep "themselves in touch with it, it is sometimes difficult to inform them "of the vacancies for their employment. With a view to overcome "this difficulty, it is proposed to maintain a register of both employed "and unemployed graduates of the College."

During the quinquennium, the College completed twenty-one years of its existence and the "Coming of Age" of the College was celebrated in a fitting manner in 1934–35. Several functions were arranged in this connection including a Variety Entertainment. The meeting held on the occasion was graced by the presence of His Excellency the Governor and Lady Brabourne. His Excellency remarked that he was personally very fully sensible of the importance of the College and made a brief reference to the necessity for its continued existence.

The total expenditure on the College in 1936–37 was Rs. 86,541, as against Rs. 89,632 in 1931–32, which was more than covered by fees and income from endowments. The cost per student was Rs. 208. In 1936–37 the excess of receipts over the direct expenditure was over Rs. 20,000.

A new College of Commerce, the Hargovandas Lakhmichand College of Commerce, was opened at Ahmedabad in June, 1936. The Principal of the College reports—

"Ahmedabad being a growing commercial city and a large industrial "centre, the general public of Ahmedabad and Gujarat was for a long "time feeling the necessity of a College of Commerce for imparting "higher commercial education of University standard. The "Ahmedabad Education Society, which had been registered under

"the Societies Registration Act with the object of spreading education "and starting Colleges, issued an appeal to the public for funds for "starting colleges at Ahmedabad in order to meet the growing demand "for higher education. Sheth Tribhovandas Hargovandas and "Sheth Amritlal Hargovandas offered a liberal sum of Rs. 50,000 "for starting a College of Commerce and Rs. 10,000 more for meeting "the deficit for 2 years. The Governing Body of the Ahmedabad "Education Society accepted the donation with thanks and decided "to name the College after the father of the donors Sheth Hargovandas "Lakhmichand. Sheth Jeshingbhai Bhogilal Chinai donated a sum "of Rs. 10,000 for the central hall of the College to be named after "his deceased son. The Ahmedabad Education Society secured "a further donation of Rs. 10,000 from Mr. Mohanlal Chhotalal "Palkhiwala for the library of the College to be named as Chhotalal "Chhaganlal Palkhiwala Library.

"The College is temporarily housed in the ground floor of Sheth "Ambalal Sarabhai's building. The Ahmedabad Education Society "has acquired a plot of land near the City of Ahmedabad in the "educational atmosphere of the Ellis Bridge area and the College "will be housed in its own building from June, 1938.

"There is an Advisory Board attached to the College consisting "of leading business men of Ahmedabad and formed with the object "of advising the Governing Body of the Ahmedabad Education "Society on questions of policy, organisation, buildings and equipment "of the College. Efforts were made to keep the work of the College "in full harmony with practical requirements of commerce and "industry."

The new College of Commerce at Ahmedabad has been affiliated to the University of Bombay for a period of three years with effect from the academic year 1936–37 in courses of instruction (*a*) for the Intermediate Commerce Examination, and (*b*) for the B.Com. Examination in all the compulsory subjects and in the following optional subjects :—

(*a*) Advanced Accounting and Auditing,

(*b*) Advanced Banking,

(*c*) Organization of the Cotton Industry.

The University of Bombay has laid down the condition that in the first year of affiliation 80 students should be admitted to the Inter.Com. class and 30 students to the Junior B.Com. class. The number of students on 31st March, 1937, was 80 in the Inter.Com. class and 15 in the Junior B.Com. class. Of the 95 students, 81 were Hindus (all Advanced), 1 Parsi and 13 Others.

Although 1936–37 was the first year in the life of the College, provision was made for a library, hostel accommodation, and games. A students' union was also founded in June, 1936, to promote social life at the College. Visits of observation to commercial and industrial

houses were arranged periodically to acquaint the students with actual business and industrial conditions.

The total expenditure incurred on the College in 1936–37 was Rs. 37,903 and the cost per student was Rs. 399.

Agriculture.

47. The College of Agriculture, Poona, under the control of the Department of Agriculture, is the only institution of its kind in this Province. It grew out of the agricultural classes held in the College of Science and has been in existence as a separate institution since 1908. The total number of students on the roll of the College was as given below :—

	31st March 1932.	31st March 1936.	31st March 1937.
First Year	80	78	101
Second Year	60	42	48
Final Year	87	47	36
Post-graduate students ..	4	1	10
	231	168	195

The Principal reports that the decrease in the number of students in 1935–36 and 1936–37 was mainly due to the higher standard for passing fixed by the Bombay University under the revised regulations. Of the 195 students, 171 were Hindus (121 Advanced, 50 Intermediate), 7 Muhammadans, 10 Indian Christians, 3 Parsis and 4 Others. The total number included 2 women students. Due to the retrenchment of staff, the full Diploma course and short courses have been held in abeyance since 1932–33. Fees have been raised to Rs. 150 per annum in the case of students from this Province and Rs. 300 per annum in the case of students from other Provinces.

During the quinquennium, the Bombay University revised the courses of studies in Agriculture and instituted a new degree, viz. B.Sc. (Agri.) for the present B.Ag. degree with effect from the 1937 examination. The First Year Science (Agri.) examination was held under the revised regulations in 1935 and the Second Year examination in Science (Agri.) in 1936. All candidates are required to obtain, in order to pass, forty per cent. of the total number of marks obtainable in the papers in each subject and each practical examination. The first batch of graduates under the new course of B.Sc. (Agri.) degree passed out in 1937. Out of 35 candidates who appeared, 23 passed the new degree examination. The B.Ag. examination under the old rules was held for the last time in April, 1937, and all the 19 candidates who appeared for the examination were declared successful.

As regards the employment of Agricultural graduates the Principal reports—

"An Agricultural Graduates Employment Board was established "in the year 1934, with a registration fee of Rs. 10 for three years

"to act as a medium for bringing in a closer touch between the "Agricultural Graduates and the possible employing agencies. "Ninety-four graduates have so far been registered and in all "12 enquiries from employers were received and circulated to the "members."

The total expenditure on the College in 1936–37 was Rs. 1,53,883, of which Rs. 1,12,296 was met from Provincial funds. The average annual cost per student was Rs. 789, of which Rs. 576 was met by Government.

Engineering.

48. The College of Engineering, Poona, has been developed from the nucleus of the Poona Engineering Class and Mechanical School which was opened in July, 1854, with the object of providing suitable instruction for subordinate officers of the Public Works Department. In 1866 the Degree of L.C.E. was instituted for Matriculated students and the College was affiliated to the Bombay University. In 1886 the University Course was revised and the students were required to pass Previous Examination before joining the College. The L.C.E. degree was replaced by the Degree of B.E. in 1909. As a result of the new course introduced in 1924 the entrance qualification was raised to the Intermediate Science examination. In 1926 with a view to raising the standard of efficiency it was ruled that candidates who had passed the Intermediate Science examination and obtained not less than 45 per cent. of the total marks in Physics and Mathematics should only be considered eligible for admission to the College. This restriction has, however, been removed since 1930–31. There is an Advisory Committee consisting of 6 official and 7 non-official members to advise Government on questions of policy, organization, building, equipment, etc.

During the quinquennium the College has made steady progress. In 1932–33 a course in Electrical Engineering leading to the degree of B.E. (Electrical) was introduced and the first batch of 10 students was admitted to the F.E. class in June, 1932. During the year 1933–34 the revised syllabus for the B.E. (Electrical) degree was approved by the University and is now being followed in the College. Rules have also been framed making it possible for passed B.E. Mechanicals to graduate in Electrical Engineering in the year following their graduation in Mechanical Engineering. For the equipment of the Electrical Laboratory on the introduction of the Degree Course in Electrical Engineering a special grant of Rs. 9,700 was sanctioned and the whole amount was spent on the installation of new machinery and the main control switch board. A further additional grant of Rs. 1,700 has been sanctioned annually for a period of 5 years from 1934–35. Special grants of Rs. 7,000 for the Workshops (lathes and other machines) and Rs. 5,000 for Survey instruments in the Civil Engineering Department were sanctioned. The amenities of the College hostels have been much improved by the provision of flushing type of latrines at a cost of about Rs. 17,700 in hostels and other buildings and also by the provision of electric light in all the quarters.

The College continues to cater for two types of students, viz. those studying for the B.E. Degree and those for the Diploma in Civil, Mechanical or Electrical Engineering. Many of the teachers, appliances, buildings and playgrounds are common to the Degree and Diploma classes. An account of the Diploma classes is given in Chapter IX.

The number of Degree students on March 31st, 1937, was 216, as against 172 in 1931–32. The 216 students included 147 Hindus (94 Advanced, 50 Intermediate and 3 Backward), 13 Muhammadans, 33 Parsis, 17 Indian Christians, 2 Europeans and 4 Others. During the quinquennium, 70 students were admitted every year—30 for the Civil Engineering, 20 for the Mechanical and 20 for the Electrical Engineering. Twenty-five per cent. of the places are reserved for admission of Intermediate and Backward Class students and 10 per cent. for Muhammadans. As a result of the recommendations of the Reorganisation Committee appointed by Government, the rates of fees charged in the College were raised, as an experimental measure, from Rs. 100 to Rs. 150 per term for students from this Province and from Rs. 125 to Rs. 200 per term for outsiders with effect from June, 1933.

The course for a degree is one of 3 years, and there is a University examination at the end of each year. The first year's course is common to all students whether taking Civil, Mechanical or Electrical Engineering. The University revised the curriculum in the Civil Engineering Degree Course during 1936–37. The University also adopted a new programme of examinations designed to prevent clashing in subjects. The F.E. and B.E. examinations are now held simultaneously and these are followed by the S.E. examinations. By this arrangement those who are permitted to keep terms can sit for both the F.E. and the S.E. or the S.E. and the B.E. examinations. Under the previous scheme this was not possible. As usual, Engineering Instructional Tours were conducted for the benefit of students in each year of the quinquennium. During the year 1936-37, the B.E. Civils went on a combined Geological and Civil Engineering tour and visited Gokak, the Gersoppa Falls, Mysore, Bangalore, Oorgaum Gold Mines, the Krishna River Bridge, the Water Works at Hyderabad (Deccan) and many other works in and near Hyderabad, the Nizam Sagar Dam, the Ghanpur, Anicut, the Pochara Dam and the Canal Head Works at Nizamabad, and the Pendripokla Dam construction in the Warangal District. They also went to several Engineering works in Bombay besides visiting local works in Poona such as the Dam and Water works at Pashan, and the Hydro-Experimental station at Khadakwasla. The B.E. Mechanicals visited the Empress Mills at Nagpur, the Tata Iron and Steel Works at Jamshedpur, and many works in Bombay such as the Port Trust Docks and Workshops, the Railway Workshops and the Royal Indian Marine Dockyard, etc. the B.E. Electricals, besides visiting local works in and near Poona, saw important Electrical works at Mysore, Sivasamudram, Bangalore, Oorgaum and also in Bombay. The S.E. Civils visited the Katraj, Alandi and the Bhore Ghauts, and the S.E. Mechanicals and Electricals visited

some local works, the Ogale Glass Works at Karad and the Kirloskar Company's works at Kirloskarwadi.

The College sent up in March, 1937, 41 students for the B.E. (Civil), 16 for the B.E. (Mech.) and 30 for B.E. (Electrical) examinations, of whom 30 (1 in the first class and 26 in the second class), 11 (1 in the first class and 9 in the second class) and 17 (14 in the second class) respectively passed.

The students turned out every year have begun to experience difficulty in getting employment. The recruitment of the College graduates to the Bombay Service of Engineers, after recommendation by a Selection Committee, having been stopped, no candidates were appointed to any guaranteed posts from 1935-36.

The total expenditure on the College in 1936-37 was Rs. 2,07,374, of which Rs. 1,39,436 was met from Provincial funds. The cost per student was Rs. 951 and the cost to Government Rs. 640. These figures are only rough estimates and cannot be regarded as a basis for working out the average cost per student, as it is not possible to separate the expenditure on the Degree and Diploma classes of the College.

Technology.

49. An account of the Department of Chemical Technology of the University is given in Chapter III.

Medicine.

50. The faculty of Medicine of the Bombay University has been consistently striving for the improvement of medicial education in this Province, a fact borne out by periodical revisions of the medical regulations. Regulations replacing the old L.M. & S. examination by the M.B.B.S. examination were passed in 1906 and the latter examination was held for the first time in 1911. Within seven years, proposals were made for the reorganisation of the medical course, and revised regulations intended to satisfy the requirements of the British Medical Council were introduced in 1923. Under the revised regulations the standard of admission to the course was raised to the Intermediate Science examination (Group B), and students were required to do three years' hospital work instead of two as formerly. The question of a thorough revision of the whole medical course soon after engaged the attention of the Faculty with the result that new regulations were put into effect in 1928-29. One distinctive feature of these new regulations is that it provides for three University examinations whereas the regulations of 1923 provided for only two such examinations. The completing of 20 labour cases has been made a condition precedent to appearing for the M.B.B.S. examination.

The University of Bombay introduced a change in the arrangement of terms in the Faculty of Medicine, which came into force with the

commencement of the academic year in June, 1933. The revised arrangement of College terms (and vacations) is as follows :—

(1) Monsoon Term (1st term) 4th June to 26th August.

(2) Winter term (2nd term, 1st half) 27th August to 7th October.

Vacation.—8th October to 4th November.

Winter term (2nd term, 2nd half) 5th November to 16th December.

Vacation.—17th December to 13th January.

(3) Spring term (3rd term) 14th January to 7th April.

Vacation.—8th April to 3rd June.

There are two medical colleges affiliated to the Bombay University, viz. the Grant Medical College, which is a Government College under the control of the Medical Department, and the Seth Goverdhandas Sundardas Medical College, which is maintained by the Bombay Municipality.

The Grant Medical College had 790 students (including 97 women students) on 31st March, 1937, as against 488 students (including 68 women students) five years ago. The 790 students included 461 Hindus (375 Advanced, 61 Intermediate, and 25 Backward), 69 Muhammadans, 75 Parsis, 61 Indian Christians, 1 European and 123 Others.

During the quinquennium the following important changes, among others, have taken place :—

(*a*) The Pathology Museum housed in the new building of the Pathology School, which was opened in 1929, has continued to grow, and contains a very rich and valuable collection. The exhibits have been rearranged and catalogued and its usefulness considerably enhanced. The Hygiene Museum has been amalgamated with this. The Anatomy and Embryology Museums have also been considerably improved, and have a large and beautiful collection of dissected parts, models, bones and embryological preparations as well as specimens illustrative of Comparative Anatomy. The Physiology Museum was organised in 1932. It contains physiological instruments, charts, histological diagrams, microscopic and lantern slides, pictures and portraits of renowned physiologists, etc. This is a new venture which is making steady progress.

(*b*) The University grants B.Sc. degrees in the subjects of Anatomy and Physiology. Physiology is also recognised now as one of the subjects for the M.Sc. degree of the University of Bombay. In view of this, as well as on account of the Primary F.R.C.S. examination which is being held in India and special courses which have been arranged in the College, these two departments are kept very well equipped and up to date.

(*c*) In 1934 arrangements were made for the training of the undergraduates in the diagnosis and treatment of Leprosy at the Matunga Leper Asylum through the courtesy and co-operation of the Director

of the Asylum and the Executive Health Officer of the Bombay Municipality. These arrangements have worked very satisfactorily.

(*d*) The laboratory facilities at the J. J. group of hospitals were improved by the organisation of the Central Clinical Laboratory in the Out-patient Department under the direction of the Professor of Pathology in the College who has been appointed ex-officio Pathologist to the J. J. group of Hospitals.

(*e*) The Grant Medical College and allied Hospitals were inspected by the Inspectors on behalf of the Medical Council of India, and on the basis of their reports the standard of the M.B.B.S. degrees of the Bombay University was found 'sufficient' for purposes of registration. These degrees have also been recognised by the General Medical Council of Great Britain with retrospective effect from 1930.

(*f*) Government have sanctioned the establishment of a Psychiatric Clinic at the J. J. Hospital, Bombay, and the B. J. Hospital for Children, Bombay, for the patients suffering from early mental diseases and have also appointed a Honorary Psychiatrist, J. J. Hospital and Professor of Psychiatry, Grant Medical College, Bombay, and Honorary Physician, N. M. Mental Hospital, Thana. The incumbent of the post will have to attend the out-patient Department twice a week and will be in charge of 4 beds in the B. J. Hospital for Children.

The total expenditure on the College in 1936–37 was Rs. 2,86,149, of which Rs. 90,307 was met from Provincial funds. The average cost per student was Rs. 400 and the cost to Government Rs. 126.

The Seth Goverdhandas Sundardas Medical College opened in 1925 owes its origin to an endowment of Rs. 14,50,000 given by the Trustees of the late Seth Goverdhandas Sunderdas to the Bombay Municipal Corporation for the foundation of a Medical College in association with the King Edward Memorial Hospitals. The College had 454 students (including 43 women students), as against 305 students (including 22 women students) five years ago. The 454 students included 334 Hindus (288 Advanced, 44 Intermediate and 2 Backward), 13 Muhammadans, 22 Parsis, 45 Indian Christians and 40 Others.

The number of students in March 1927, was 100, in March 1932, 305 and in March 1937, 454. This shows that the College is gaining popularity. The total expenditure on the College was Rs. 2,56,362, the cost per student being Rs. 675.

Regarding research work carried on at the College, the Dean reports—

"An inquiry has been undertaken, since the year 1935–36, in the "Physiology department of the College in collaboration with the "Baby and Health Week Association and with the help of grants "received by it from the Indian Research Fund Association and the "Sir Dorabji Tata Trust on the essentials of a well-balanced nutritious "diet which the poor can take at cheap cost.

"An inquiry into the influence of diets on dentition and resistence "to dental disease is also being conducted in the said department.

"The following two investigations were undertaken in the "Pathology Department of this College with the help of a grant from "the Indian Research Fund Association :—

"1. Mycetoma or Fungus Foot Disease.
"2. Bacteriological investigations by blood culture in certain "eye diseases."

The results of the University examinations in Medicine are given in Table VIII at the end of the Report.

Law.

51. The policy formerly followed was to concentrate all legal education in Bombay. But in view of the increasing number of students a new College was allowed to be opened in Poona in 1924. During the quinquennium 1927–32 one more college was opened at Ahmedabad and in the current quinquennium two more colleges were opened, one at Kolhapur and the other at Surat. Four of these are in the British Districts of the Bombay Province and one is in the Kolhapur State. There were 1,036 students (including 18 women students) studying in these 4 colleges in the British Districts at the end of the quinquennium, against 1,289 students at the end of the last quinquennium. Of the 1,036 students, 842 were Hindus (705 Advanced, 113 Intermediate and 24 Backward), 48 Muhammadnas, 49 Parsis, 32 Indian Christians, 1 European and 64 Others. All the Law Colleges more than pay their way.

The Government Law College, Bombay, had 459 students (including 14 Women students) reading for the LL.B. Degree course and 8 for the LL.M. Degree course, as against 596 and 5 respectively at the end of the last quinquennium. The College continues to meet in the Elphinstone College buildings in the morning and in the evening. The Professors, who are usually appointed for a term of three years, are part-time officers practising as advocates in the High Court or engaged in other legal occupations during the day. The College has a Board of Visitors to advise Government on matters connected with the College.

During the quinquennium, a scheme for additional training was introduced in the College. Under the scheme the number of lectures per week was raised from 6 to 8. It also included conversion of the post of Librarian into that of Registrar.

According to the arrangement sanctioned in 1930, the Principal attended the College and was available to the students during the term time of each of the past five years for half an hour every day for the first five days of the week and for two hours consecutively on every Saturday for tutorial and other College work. This system proved to be of great benefit to the students especially those studying for the LL.M. course and who require consultation, advice and guidance in their studies.

The special feature of the activities of this College during the quinquennium was the organisation of a Moot Court. It was arranged by the students and some of the members of the Teaching staff when the Honourable Mr. Justice B. J. Wadia, M.A., LL.B., Bar-at-Law, presided. The students who took part in the Moot Court evoked great admiration and showed great skill in conducting their sides.

Two students were sent to the Allahabad University as representatives of this College to take part in the All-India Debate held in December, 1936, and they won the Allahabad Trophy for the College. During the quinquennium, the College Magazine was published every term. In the year 1935, as the College completed its eightieth year, a special number of the Magazine was published. This number contains a short History of the College from its early days up to the year 1935.

During the quinquennium, the Indian Law Society has been able to complete its comprehensive scheme of buildings required for its Law College at Poona.

Secondary Training Colleges.

52. There are now two Secondary Training Colleges affiliated to the University, viz., (1) the Secondary Training College, Bombay, and (2) the Shri Maharani Tarabai Teachers' Training College, Kolhapur, which was opened during 1934–35.

The Secondary Training College, Bombay, which is a Government institution, was founded in 1906, and for the first 14 years of its existence prepared teachers for its own diploma, known as the Secondary Training College Diploma (S.T.C.D.). In 1920 the College was affiliated to the University for the purposes of the degree of the Bachelor of Teaching and in 1923 the first examination for Part I of that degree was held, the diploma being discontinued. The course involves two examinations, Part I (Written) and Part II (Practical). The examination in Part I is taken after graduation after two terms' attendance at a Training College. Candidates are not permitted to appear for Part II unless they produce a certificate that they have served for 100 working days before the 31st day of January on the staff of a school or schools recognised by the Syndicate prior or subsequent to passing Part I.

In the beginning of the quinquennium the College was reorganised. The scheme involved an increase in the number of students from 60 to 100, a strengthening of the staff and an increase in the grants for library and equipment. The additional funds and accommodation required for these purposes were provided by the abolition of 14 classes of the Elphinstone High School which is the Practising School for the College.

The number of students in the College on 31st March, 1937, was 101, of which four were Government teachers, 95 were teachers from non-Government schools and fresh graduates and 2 were teachers from

Indian States. The 101 students consisted of 85 Hindus (74 Advanced, and 11 Intermediate), 3 Muhammadans, 4 Parsis, 7 Indian Christians, and 2 others. The number of women students under training was 21.

The number of Government teachers admitted shows an appreciable decrease. This is due to the Government's decision to abolish gradually the practice of deputing teachers to the College and to recruit B.T.s for Government service.

Experience having shown that teachers over 30 years of age rarely profit very much by a course of training, an age limit of 30 was imposed before the opening of the session in 1930-31. The Principal reports that the wisdom of the age limit has been justified.

A number of small changes in the B.T. examination were effected during the quinquennium the chief of which is the abolition of the Honours Degree and its replacement by a Pass with Distinction. The other changes related only to the allotment of marks for the Practical examination.

As regards the work and future expansion of the College the Principal says —

"*Research.*—With the introduction of the M.Ed. degree and appoint-
"ment of two members of the teaching staff as University teachers,
"a real beginning in research can be said to have begun. Six students
"have been accepted for research work, it not being considered possible
"for a University teacher to supervise adequately the work of more
"than three students. It has been the aim of the College to encourage
"M.Ed. students to try and tackle such problems as will be of definite
"use to teachers and administrators.

"*Methods.*—The teaching of Sanskrit by the Direct Method continues
"and it is hoped next year to compare the efficacy of the Direct
"Method with other method by following the direct method on the
"Marathi side and the translation method or a modification thereof
"on the Gujarati side of the Elphinstone High School.

"The Direct Method continues to be followed in the teaching of
"English and French, but not slavishly.

"The College has been trying to meet in criticism that its methods
"are too formal (*a*) by encouraging students to follow their own
"bent provided they observe certain principles and (*b*) by insisting
"upon a greater contribution in the form of prepared work from the
"boys of the Elphinstone High School. Next year, if the scheme
"of farming out teachers in local schools is put into practice, it is
"hoped that students, placed as they will be in more natural conditions,
"will be even less prone to adopt formal methods. Also this scheme
"will relieve the Elphinstone High School considerably and allow
"more experimental work to be done in that School."

Secondary Teachers' Certificate examination.—In 1935 the Regulations governing the examination were revised. The changes are concerned largely with the eligibility of candidates, the conduct of the practical examination, and the supervision and number of practice lessons to be given. The chief result of the new regulations has been to encourage a number of High Schools to open Training Classes for fresh graduates and Matriculates which can be recognised by Government. The new regulations will, it is hoped, raise the standard of the examination.

CHAPTER VI.

Secondary Education.

Introduction.

53. As stated in previous Reports, in this Province the term "Secondary" is applied to those schools only in which English is taught, the higher classes of Primary schools (V, VI and VII) being treated as Primary. The English classes attached to Primary schools are, however, considered as "Secondary" for grant-in-aid purposes. This chapter deals mainly with Secondary schools for boys, an account of Secondary schools for girls being given in Chapter XII. An account of European schools is given in Chapter XIII, while English-teaching schools are dealt with separately at the end of this Chapter.

Secondary schools which teach the full course of seven standards leading up to the Matriculation Examination of the Bombay University are known as High schools. Those teaching up to Standard III only are known as Middle schools. Many schools are, however, recognised up to Standard IV or V only. The Department refuses to grant recognition to a school which teaches the sixth standard unless it is satisfied that the management are in a position to make suitable arrangements for the opening of the seventh standard in the following year. In some Primary schools arrangements are made to teach English to the pupils in the Upper Primary standards (V, VI and VII) and for this purpose separate classes known as "English Classes" are attached to these standards. In addition, there are attached to certain High schools special classes in English for pupils who have passed the Primary School Leaving Certificate Examination. These classes are known as Special Classes for pupils who have passed the Primary School Leaving Certificate Examination, and follow a special intensive course for one year in English. At the end of the course a Departmental examination is held in English and those pupils who are successful are promoted to Secondary Standard IV.

The number of Special Classes for pupils who have passed the Primary School Leaving Certificate Examination has increased from 22 to 49, while the number of English classes attached to Primary schools has increased from 98 to 157 and the pupils in them from 3,336 to 5,307. These figures show the increasing desire of parents for their children to learn English. In fact it may be said that the increase in the number of Secondary schools, as can be seen from the table in paragraph 58, is largely due to the increase in the number of English classes. It must on the other hand be remembered that a great number of children who attend these English classes do not go on to the High school. Thus a considerable wastage occurs in Secondary education.

The Special Classes, although in theory educationally unsound, in practice have proved a very great boon to pupils, as they allow pupils to complete the Primary course and then, at the cost of only one year's extra work, to join the High school, and it has been found that the majority of successful candidates in the Special classes do well in the High school course.

Admission into Secondary schools.

54. No pupil is admitted to Secondary Standard I unless he has passed Primary Standard IV. In certain localities, particularly in big cities, there are, however, observable two tendencies among parents—

(1) to attempt to curtail the period of the Primary course by means of private tuitions at home and thus gain accelerated promotion for their children, and

(2) to send their children to English-teaching and European schools and thus neglect the mother-tongue altogether.

The possible dangers of this tendency, which may, in the opinion of some, appear to have been increased by Government's recent decision not to insist on Primary Standard IV certificate for Indian children wishing to be admitted to English-teaching and European schools, are likely, however, to be mitigated by the increasing attention paid in English-teaching and European schools to Regional languages.

Number of Secondary schools and pupils in them.

55. The total number of Secondary schools for boys and girls of all kinds increased from 547 to 639 and the number of pupils in them from 104,352 to 127,087. This increase, as has been pointed out above, is largely due to the increase in the number of English classes. The following table gives the distribution by Divisions :—

	Schools.		Pupils.	
	1931–32.	1936–37.	1931–32.	1936–37.
Bombay Division	161	182	32,465	41,275
Central Division	129	145	21,620	26,552
Northern Division ..	120	179	20,861	28,022
Southern Division ..	62	63	10,065	10,709
Total, Secondary ..	472	569	85,011	106,558
European and English-teaching.	75	70	19,341	20,529
Grand Total (all schools) ..	547	639	104,352	127,087

	Percentage increase or decrease.		Total population.	Percentage of pupils to total population.
	Schools.	Pupils.		
Bombay Division	+13·0	+27·1	5,108,828	0·8
Central Division	+12·4	+22·8	6,193,065	0·4
Northern Division ..	+49·2	+34·3	3,147,992	0·9
Southern Division ..	+ 1·6	+ 6·4	3,466,433	0·3
Total, Secondary ..	+20·6	+25·3	....	....
European and English-teaching.	— 6·7	+ 6·1	....	....
Grand Total (all schools) ..	+16·8	+21·8	17,916,318	0·7

As can be seen, the largest percentage increase occurred in the Northern Division where the eagerness for so-called "English education" is most marked. A point to be remembered about the above figures is that in the Bombay Division is included Bombay City and here not only is the number of Secondary schools proportionately high but also more than 50 per cent. of all the European and English-teaching schools in the Province are situated in Bombay. The average number of pupils per school in 1936–37 was 199, as against 191 five years ago. This increase is due largely to the tendency of some managements to expand their schools beyond the size which is really conducive to sound education. The Department, having become aware of this tendency, has, during the last two years of the quinquennium, endeavoured to set some limit to the expansion of the larger schools, and it can be recorded that the majority of the managements have co-operated most willingly with the Department realising to the full the dangers of maintaining too large a school.

It is to be noted that the limits laid down in 1927 for each class in Government and non-Government schools continue to be observed viz.—

	Government schools.	Non-Government schools.
Standards I–III	30	35
Standards IV–VII	35	40

These limits are, moreover, subject to a further condition that accommodation is provided at the rate of 10 square feet per pupil.

Control.

56. During this quinquennium the difficulties due to the dual control over Secondary education of the University and the Department became more marked, and consequently in 1935 negotiations began between the University and the

Department which resulted in the passing of a number of new University Statutes governing the inspection and affiliation of High schools by the University. These Statutes, passed in June, 1937, will, it is hoped and believed, remove all causes for friction between the University and the Department in the matter of inspection and affiliation of High schools. The University which is concerned only with High schools has consented to put automatically on its list of affiliated schools all High schools which have been recognised by the Department. Moreover, machinery has also been devised whereby any difference of opinion between the University and the Department as to the worthiness of a school to receive recognition should be decided by a joint inspection of the University and the Department. At present, therefore, it can be said that there exists a spirit of cordial co-operation between the University and the Department which is certain to benefit Secondary education as a whole.

Secondary Schools for Boys.

Schools and Pupils.

57. The number of Secondary schools for boys increased during the quinquennium from 420 to 503 and the pupils in them by 16,642 to 94,618. The following table gives the distribution by Divisions :—

	Number of schools.		
	High Schools.	Middle Schools.	Total.
Bombay Division ..	77	75	152
Central Division ..	54	70	124
Northern Division ..	54	114	168
Southern Division ..	30	29	59
Total ..	215	288	503

	Number of pupils.			Percentage increase during the quinquennium.
	High Schools.	Middle Schools.	Total.	
Bombay Division ..	27,570	7,229	34,799	21·5
Central Division ..	19,330	3,735	23,065	18·2
Northern Division ..	20,216	6,395	26,611	32·1
Southern Division ..	8,525	1,618	10,143	4·5
Total ..	75,641	18,977	94,618	21·3

58. The following table gives the distribution of Secondary schools for boys by management in 1931–32 and 1936–37 :—

Management.

	Schools.		Pupils.		Increase or decrease.	
	1931–32.	1936–37.	1931–32.	1936–37.	Schools.	Pupils.
Government ..	24	22	7,385	6,286	— 2	— 1,099
District Local Board..	77	129	2,275	3,829	+ 52	+ 1,554
Municipal ..	51	46	7,566	8,303	— 5	+ 737
Aided ..	198	244	49,254	65,231	+ 46	+ 15,977
Unaided ..	70	62	11,496	10,969	— 8	— 527
Total ..	420	503	77,976	94,618	+ 83	+ 16,642

It will be seen from this table that the largest proportion of the schools is privately managed. The decrease of 2 in the number of Government schools is due to the closing of the Government Middle School, Surat, in 1934, and to the closing of the English classes attached to the Government House Establishment School, Ganeshkhind. There are Government High schools for boys in every District Headquarter town except Bombay Suburban District, Kolaba and Ahmednagar. In addition to these Government High schools, at Hubli there is a Government Anglo-Urdu High School for Boys, while the High School for Boys in Poona is also an Anglo-Urdu High School. The decrease in the number of pupils in Government schools can to a large extent be put down to the reduction in the number of classes in the Elphinstone High School. These classes (14) were closed at the beginning of the quinquennium. The increase under the head of District Local Board schools is due almost entirely to the opening of new English classes, while the decrease in the number of Municipal schools is due to the handing over of some of these schools to private managements. This last tendency is to be welcomed, as it has been found that Municipal Bodies do not prove to be efficient managers of Secondary schools, inasmuch as local politics are allowed to impinge upon purely educational questions in the conduct of these schools. The improved financial position, as can be seen from the above table, allowed the number of aided schools to increase. It should be noted, however, that the grant-in-aid given to most of these newly aided schools is a very small one. In fact, it may be said that there are very few Secondary schools which receive even 25 per cent. of their admitted expenditure as grant-in-aid from Government. It has been the policy of the

Department, before recognition is granted to a school, to insist that the school should be conducted by a responsible body or person, that the financial position of the school should be a healthy one, and that there should be a real need for the school in the locality. Proprietary schools are not usually encouraged, but there are cases in which it has been found quite safe to recognise such schools. The increasing desire on the part of managements to secure recognition from the Department (which is likely to be intensified since the agreement between the University and the Department) has made it necessary for the Department to be more strict in its requirements; and where possible and practicable the Department is insisting upon the managements making proper provision in the form of a salary scale and a Provident Fund scheme for the well-being of teachers. This question of the Provident Fund has been taken up by the Department and a scheme has been formulated and submitted to Government. The scheme is now before Government.

The average percentage of attendance in Secondary schools for boys was 92·2, the percentages for schools under different managements being:—

(*a*) For Government	93·3
(*b*) For District Local Board	88·8
(*c*) For Municipal	91·4
and	
(*d*) For aided schools	92·3

Classification of boys in Secondary schools by communities.

59. The distribution of boys in Secondary schools for boys and girls by communities is given in the following table:—

	Number of boys in Secondary Schools.		Male population.	Percentage of boys to male population.
	1931–32.	1936–37.		
Indian Christians ..	1,600	1,600	145,493	1·1
Hindus .. Advanced ..	38,841	44,291	702,830	6·3
Hindus .. Intermediate.	18,298	23,569	5,441,101	0·4
Hindus .. Backward ..	2,037	2,538	1,897,224	0·1
Muhammadans ..	7,075	8,566	857,712	1·0
Parsis	4,245	3,791	44,298	8·6
Others	4,209	5,433	203,272	2·7
Total ..	76,305	89,788	9,291,930	1·0

It will be seen that although in the case of Backward classes there has been an increase of 500 during the quinquennium in the number of boys attending Secondary schools, the percentage of backward class boys to the Backward class population remains the same, viz. 0·1. On the other hand the Muhammadans, the Intermediate and the Advanced classes show not only a definite numerical increase but also a population percentage increase.

Expenditure.

60. The total expenditure on all Secondary schools for boys and girls, excluding European schools, increased from Rs. 63,44,337 to Rs. 74,53,454, that is to say by 17·4 per cent., as opposed to 15·7 per cent. in the last quinquennium. The sources from which the total expenditure was met in 1931–32 and in 1936–37 are given in the following table :—

	1931–32.		1936–37.	
	Amount.	Percentage.	Amount.	Percentage.
	Rs.		Rs.	
Government Funds	15,45,443	24·4	15,54,010	20·9
District Local Board Funds ..	10,459	0·2	14,664	0·2
Municipal Funds	1,55,492	2·4	1,78,298	2·4
Fees	34,03,523	53·6	42,94,828	57·6
Other Sources	12,29,420	19·4	14,11,654	18·9
Total ..	63,44,337	100·0	74,53,454	100·0

The total Government expenditure increased slightly by Rs. 8,567 to Rs. 15,54,010.

Fees.

61. The following table shows the rates of fees in Government Secondary schools for boys :—

Standards.	Bombay.	Mofussil.
	Rs. a. p.	Rs. a. p.
I	3 0 0	2 0 0
II	3 0 0	2 8 0
III	4 0 0	2 8 0
IV	5 0 0	3 8 0
V	5 0 0	3 8 0
VI	6 0 0	5 0 0
VII	6 0 0	5 0 0

Recognised schools are required to charge fees at the rate of not less than two-thirds of those charged in Government schools and a large number of recognised schools charge fees equal to, or in some cases, higher than those charged in Government schools. There is reason to believe, however, that many schools could and would increase their fees if Government gave them a lead. In fact, there have been, during the quinquennium, cases of one or two managements who have charged a specially high rate of fee without any deleterious effects on numbers.

The following table gives the average annual fee per pupil in a Secondary school for boys under each class of management :—

	Average annual fee per pupil.	
	1931–32.	1936–37.
	Rs.	Rs.
Government	42·8	39·4
Board	21·9	21·2
Aided	33·4	33·4
Unaided	44·1	47·3
Total ..	34·4	33·9

This table shows that whereas the average annual fee for a pupil in a Government High school has gone down, in the unaided schools it has gone up. The decrease in the average annual fee in a Government High school is due to the closing of a number of classes in the Elphinstone High School, Bombay, where the fees are higher than those in the mofussil. The increase under the head "unaided schools" shows very clearly that, if Secondary schools have perforce to depend upon their own resources, the rate of fees shows a tendency to go up. It must be remembered, however, that a very large proportion of the unaided schools are to be found in the City and suburbs of Bombay where there are parents who are prepared to pay a higher rate of fee than elsewhere.

Average cost.

62. The average cost of a pupil in a Secondary school for boys was 57·2 in 1936–37, as opposed to 60·7 in 1931–32. The following table shows the average

annual cost and the cost to Government per pupil in a Secondary school for boys under different managements :—

	Total cost.		Cost to Government.	
	1931-32.	1936-37.	1931-32.	1936-37.
Government	111·2	126·5	68·3	86·2
Board	43·3	38·5	7·4	5·3
Aided	56·8	52·3	11·7	8·4
Unaided	60·4	67·8	....	....
Total ..	60·7	57·2	14·7	12·1

The increase in the cost of Government schools was mainly due to the closure of the Middle School, Surat, and a number of classes in the Elphinstone High School. A number of more lowly paid teachers who held officiating appointments had perforce to leave the service and make room for senior and therefore more highly paid teachers from these two schools.

The demand for admission into the Government schools continues, though it has been observed that where a local aided school has shown itself to be particularly efficient, this demand has not been quite so marked as during the previous quinquennium. Government schools possess many advantages over other schools, a far greater percentage of their teachers being trained and the majority of their teachers being better qualified academically. Nevertheless, the most important demand which they supply at present is the provision of particular facilities for the less advanced communities, particularly the Backward classes. Government have reserved a certain percentage of places in Government High schools for the Intermediate and Backward classes and for the Muhammadans, the details of which are given below :—

Class or Community.	Percentage of seats reserved.	Percentage of seats reserved for mofussil pupils from among those reserved for the community.	Remarks.
Intermediate classes ..	30	50	*Places remaining vacant for want of pupils from these classes to be filled by pupils from the Intermediate classes.
Backward classes	15*		
Muhammadans	15		
	60†		

†The remaining 40 per cent. to be filled by open competition among pupils belonging to all communities.

Moreover, in the case of the Backward classes it has been laid down that no Backward class pupil should be refused admission to a Government High school, and, if he can show his inability to pay the fees, he must be provided with a freestudentship.

Freestudentships.

Special facilities.

63. Rules governing freestudentships in Government Secondary schools were amended in 1932. These rules provide for freestudentships in Government Secondary schools at 7½ per cent. of the pupils belonging to the Advanced classes, 22½ per cent. of the number from the Intermediate classes, and 22½ per cent. of the number of Muhammadans.

The scheme limits the total liability of Government to 15 per cent. of the number of pupils in Government schools in each Division.

These rules were further revised in 1937. This naturally leads to a considerable loss in fee receipts to Government. Another result of these increased facilities in the matter of freestudentships and admission to the Backward and Intermediate classes and Muhammadans is that the standard of attainment in Government High schools shows a tendency to deteriorate, and this tendency is observable in the Matriculation results of Government High schools during the quinquennium. This is of course inevitable, and is likely to continue until the Intermediate and Backward classes become more accustomed to the type of education given in Secondary schools, or conversely until the type of education given in Secondary schools is made more suitable for these classes, many of whom are neither fitted nor have any desire to go to the University and for many of whom the Matriculation course is unsuitable.

In aided schools the number of freestudentships is limited to 15 per cent. of the number of pupils in the school. In addition to these, as a reward for war service the children of the Konkani Maratha communities attending Secondary and Primary schools in the Kanara, Ratnagiri and Kolaba Districts are admitted free under certain conditions. Similarly the children of Indian soldiers and followers who died or were incapacitated in the Great War are given free education in Secondary schools under certain conditions. The loss in fees entailed on non-Government schools on this account is made good by Government. In 1936-37 grants amounting to Rs. 20,010 were paid to these schools for this purpose.

Scholarships.

Details of the open and special scholarships awarded in Secondary schools by Government are given in the following table :—

Open scholarships.

Available in High School, Standards IV–VII.		Available in Middle School, Standards I–III.		Total.
No.	Value.	No.	Value.	
20	Rs 5 per mensem each.	40	Rs. 3 per mensem each.	60

Special scholarships.

Intermediate.		Backward.		Muhammadans.		Total.
No.	Value.	No.	Value.	No.	Value.	
1,169	Standards I–III Rs. 4 p.m. Standard IV Rs. 5 p.m. Standard V Rs. 6 p.m. Standards VI and VII. Rs. 8 p.m.	609	Standards I–III Rs. 4 p.m. Standard IV Rs. 5 p.m. Standard V Rs. 6 p.m. Standards VI and VII. Rs. 8 p.m.	637	Standards I–III Rs. 4 p.m. Standard IV Rs. 5 p.m. Standard V Rs. 6 p.m. Standards VI and VII. Rs. 8 p.m.	2,415

These scholarships are awarded on the results of competitive examinations held in each District of the Province. It has been found in recent years that in their present form these examinations have not been able to test the intelligence and general knowledge of the pupils sufficiently, and it has, therefore, been decided from next year to alter, to a certain extent, the nature of the examination leaving more

scope for testing the intelligence and general knowledge of candidates. The reports of the Educational Inspectors show that, whilst the number of Intermediate candidates is more than sufficient to fill the number of vacancies, there is a paucity of candidates from the Backward classes, and this is especially true in the case of High school scholarships. In addition to these Government scholarships, there are others awarded from the Silver Wedding Fund, the Imperial Indian Relief Fund, and the Maratha War Memorial Fund, Belgaum.

64. The following table shows the number of pupils in different standards of Secondary schools in 1936–37 :—

Wastage.

——	Boys.	Girls.	Total.
Standard I	19,628	4,491	24,119
Standard II	15,879	3,381	19,260
Standard III	15,181	2,908	18,089
Total, Middle Stage ..	50,688	10,780	61,468
Standard IV	12,812	2,300	15,112
Standard V	11,088	1,636	12,724
Standard VI	8,764	1,205	9,969
Standard VII	6,436	849	7,285
Total, High Stage ..	39,100	5,990	45,090
Grand Total ..	89,788	16,770	106,558

As can be seen, there is a gradual fall in numbers as the top of the educational ladder is approached. Of the total number of pupils, a very large proportion is in the Middle school stage. As compared with the year 1931–32 it will be found that the wastage has, on the whole, increased, although the number and percentage of children completing the middle school stage of instruction has also increased. The wastage in the case of girls is even more marked. The reasons for this falling off in numbers in the higher standards can be attributed to two causes—

(1) poverty, and (2) the desire of parents that their children, particularly if they are girls, should only pick up a modicum of English. One feature is very noticeable when the figures for 1931–32 and 1936–37 come to be compared, viz., the very much higher proportion of pupils in Standard VI in the year 1936–37 as compared to the number of pupils in Standard VII, whereas in 1931–32 the number of pupils in Standard VII was slightly in excess of the number in Standard VI. This can be accounted for by the very poor results at the last Matriculation examination, viz. 1936 and the fact that the majority of those candidates who failed did not rejoin their schools during the year 1936–37, or if they did, left before March, 1937.

Courses and Examinations.

65. All Government and recognised schools are required to follow the courses laid down by the Department. Those schools, however, and they are in the majority, who prepare pupils for the Matriculation examination of the Bombay University are allowed by the Department to adjust the Departmental course of Standards VI and VII so as to fit in with the Matriculation examination, and it is to be noted that during the quinquennium certain changes were made in the Matriculation syllabus. It is also open to managers of schools to introduce other courses provided the approval of Government is first obtained. As things are at present, more than 90 per cent. of the pupils in Secondary schools are made to prepare for an examination, the primary object of which is to test the pupil's fitness for admission to the University, yet ordinarily a comparatively small proportion of the pupils studying in Secondary schools, have any aptitude for high academic studies or intend to join the University. Thus it can be seen that the interests of the majority are sacrificed to the interests of the minority. It is true that a few schools have introduced a certain amount of pre-vocational work into the Secondary school course, but the number of such schools can be counted on the fingers of one hand. This state of affairs has, if anything, been made worse by the new Matriculation syllabus which demands of every pupil sitting for the Matriculation examination equal ability in all the following subjects :—

English, History, Geography, Algebra and Geometry, Science, and a Modern Indian language and classical language.

The result of such a course is to deprive any pupil of the opportunity of exercising his special abilities or bent in the direction of a certain subject or a number of allied subjects, and thus the material in the shape of pupils who might be able to reach a very much higher standard of scholarship, if only their special abilities had been given greater scope when still at school, is being spoilt.

Government and the Department have been fully aware of these twin evils and it is hoped that during the next quinquennium some re-organization, both of the Matriculation course and of Secondary education as a whole, will be effected which will allow the University to draw upon the most academically fruitful material in Secondary schools and also provide opportunities for those pupils who do not wish to join the University to be given an education which will not only prepare

them for citizenship but also fit them to take up one of a certain number of allied occupations of a technical nature : in other words that together with a general education they should be given some pre-vocational or pre-apprenticeship training.

66. The most noticeable feature in connection with the teaching and work in Secondary schools during this quinquennium has been the increased use of the mother-tongue as a medium of instruction. By the end of the quinquennium, with the exception of a few schools in Bombay which had special reasons for maintaining English as the medium of instruction, nearly all Secondary schools used the mother-tongue as the medium of instruction for History and Geography and Classical languages, while Mathematics and Science are usually taught through English only in the higher classes. In some schools, however, even the pupils of Standards VI and VII learn Science and Mathematics through the medium of the mother-tongue, and it is only because no definite agreement has come to with regard to the equivalence of technical terms in the mother-tongue that more schools do not use the mother-tongue for advanced Mathematics and advanced Science. It is hoped that this increased use of the mother-tongue will enable not only a higher standard to be reached in all subjects of the curriculum but also that the method of teaching and the treatment of these subjects will be given a more realistic and rational turn. At present even in spite of the use of the mother-tongue there is far too much cramming and the standards of attainment are, in many cases, very artificial. This is partly due to the nature of the Matriculation Examination, but may, to some extent, be also due to the lack of really good school books in the mother-tongue. This need of school books is a very real one, for not only is it one of the duties of Secondary schools to teach pupils to use books, but it has been found that boys and girls inevitably allow themselves to be influenced in their outlook and in their thought processes by their school text-books.

School subjects.

That there has been an improvement in teaching and in the attitude of pupils towards the various subjects of the curriculum is incontestable. To a certain degree this has been due to the increased number of trained teachers serving in the schools. These teachers, if they have thoroughly digested what they have been taught in the Training College, are able to influence for good not only their own classes but the teaching of the whole school. It is, however, still unfortunately true that many teachers return from the Training College without imbibing the spirit of what is taught there and are inclined to bring back one or two stereo-typed and artificial methods which they apply to their classes without realising the necessity of adapting these methods to particular circumstances and conditions. This failure to imbibe the true spirit of modern educational theory and practice is also illustrated in the failure of many teachers in Secondary schools to realise that it is not the teacher's work to make everything easy for pupils but that a good teacher should, by some means or another, be able to exact work from his pupils. Far too many teachers appear to think that it is their duty to put things into their pupils' minds, when it is really their duty to extract things.

67. The Direct Method still holds the field and in spite of certain disadvantages attached to it when in the hands of incompetent teachers, it has been found to be on the whole the most successful method. The danger, however, is that the term "Direct Method" may be interpreted to mean that the mother-tongue should never on any occasion be used and that grammer should be altogether neglected. Such an interpretation was never foreseen by the originators of the direct method, and to neglect grammer and to be fanatical in one's refusal to use the mother-tongue is to misuse and misinterpret the direct method. Criticism of this method is usually found, therefore, to be directed to the misuse of the method and not to the method itself. The fact remains, however, that the standard of English in Secondary schools has not improved in recent years, and in view of the amount of time spent on English in the average Secondary school this is a very disturbing fact. One reason for this deterioration in the standard of both written and spoken English is to be found in the neglect of grammer and of the use of books by pupils. This, as mentioned above, is due to a misinterpretation of the meaning of "Direct Method". Another cause is undoubtedly the increasing use of the vernacular as the medium of instruction, while a third reason is to be found in the increasing use of the mother-tongue throughout the country at the expense of English. Lastly it must be mentioned that it is more and more difficult not only for children but also for teachers to come into contact with people who have English as their mother-tongue. The result is that a very large number of both teachers and pupils never have the opportunity of hearing standard English spoken or conversing with anyone who has English as his mother-tongue. An increased use of the gramophone and wireless, which is noticeable to some extent, may counteract this last factor, but the gramophone and wireless cannot altogether replace the human voice.

Teaching of English.

68. These two subjects, although the standard acquired in them is still low, have improved considerably during the quinquennium. This is probably due to the fact that for these two subjects, more than for any other, specialist teachers are appointed in most schools. Nevertheless even where there is a specialist teacher, it has often been found that the approach to these subjects tends to be too theoretical and is not based on an appreciation of the practical aspect of both Mathematics and Science.

Mathematics and Science.

69. History still remains the cinderella of the curriculum, and this is largely due to the fact that very few of the teachers of History in Secondary schools have any real knowledge or appreciation of the subject. The result is that History continues to be largely a catalogue of battles, bills and treaties. Attempts are, however, being made at Refresher courses and in the Training College to induce a more scientific attitude towards this subject and to make a greater feature of the economic and social side of History. The teaching of Geography on the other hand has made great strides, and with the introduction of Geography into the University course it is to be hoped that there will be available as teachers in Secondary schools an increasing number of young men who will be able to bring to this

History and Geography.

subject the enthusiasm which only the specialist can bring. Even as it is, nearly every High school by means of weather and temperature records, excursions, etc., is bringing into the teaching of Geography that practical treatment which is so necessary for its real understanding.

Drawing.

70. Drawing is taught in almost all Secondary schools and is treated as a compulsory subject in Standards I to V in certain schools. The standard of attainment reached in this subject is not very high. This is because so few managements realise the real value of hand and eye training as part of education and still fewer realise the place which art in all its aspects should play in education. This results in indifference, very few really highly qualified art teachers being appointed in Secondary schools and in the Drawing teacher himself being considered as a person of inferior status on the school staff, when in reality his work is perhaps the most important. The Inspector of Drawing and Craftwork has, in the course of his inspections, laid particular emphasis both on the importance of training the eye and on developing the child's power of observation, if he is to develop harmoniously, and also upon the possibility and value of correlating drawing with the other subjects taught in school. He has also drawn the attention of school managements to the value of surrounding children with copies of good pictures, embroidery and other works of art with the object of educating their taste. Some schools have responded very willingly to his suggestions, and a general improvement in the aesthetic surroundings of many Secondary schools is to be observed. The following table shows the number of candidates who appeared and passed the Elementary and Intermediate Drawing Grade examinations during the quinquennium :—

			Number examined.		Number passed.	
			1931–32.	1936–37.	1931–32.	1936–37.
Elementary Grade.	Drawing	Bombay Province ..	3,966	4,100	2,309	2,360
		Outside Bombay Province.	1,949	3,282	1,006	1,894
		Total ..	5,915	7,382	3,315	4,254
Intermediate Grade.	Drawing	Bombay Province ..	1,782	2,199	901	1,473
		Outside Bombay Province.	957	1,573	438	980
		Total ..	2,739	3,772	1,339	2,453

			Percentage of passes.		Prizes awarded.	
			1931–32.	1936–37.	1931–32.	1936–37.
Elementary Grade.	Drawing	Bombay Province ..	58·8	56·1	24	6
		Outside Bombay Province.	51·6	57·7	2	..
		Total ..	56·0	57·6	26	6
Intermediate Grade.	Drawing	Bombay Province ..	50·5	67·0	18	22
		Outside Bombay Province.	45·7	62·3	10	7
		Total ..	48·8	65·0	28	29

Vocational training.

71. The demand for education of a pre-vocational or vocational nature is growing more vocal, but there is very little sign of its being translated into action. A few schools have introduced a number of vocational subjects into the secondary school course such as agriculture, weaving, tailoring and carpentry. But these schools, as has been mentioned above, are exceptions. A few others have introduced manual work as a form of hand and eye training. The fact remains, however, that till the average parent is prepared to give up his fanatical worship of the Matriculation examination and is prepared to look upon education as a means of preparing his child for life, and, if necessary, life as a manual worker or an artisan and not regard education merely as a means of preparing his child for Government service, it will be difficult to establish either vocational or pre-vocational schools. The results of the Matriculation examination show only too clearly the need for such schools, and, as mentioned above, it is hoped that some move in this direction may be made by Government. But for such an experiment to be a success a change in the attitude of parents towards education is first necessary.

72. The total number of teachers in Secondary schools for boys in 1936–37 and their qualifications is given in the following table :—

Teachers.

	Total number of teachers.	Trained teachers.		Graduates.	
		Number	Percentage.	Number	Percentage.
Government	350	262	74·9	280	80·0
District Local Board and Municipal ..	581	118	20·3	205	35·3
Aided	3,759	661	17·6	1,737	46·2
Unaided	634	88	13·9	313	49·4
Total, Non-Government ..	4,974	867	17·4	2,255	45·3
Grand Total ..	5,324	1,129	21·2	2,535	47·6
Total for 1931–32 ..	4,384	698	15·9	1,914	43·7

It will be noticed that the total number of teachers increased from 4,384 to 5,324, which shows an increase of 21·4 per cent., as opposed to 21·3 per cent. during the previous quinquennium. On the other hand, the number of trained teachers has increased from 698 to 1,129 which shows an increase of 62 per cent. whereas during the previous quinquennium there was a slight decrease in the number of trained teachers. This feature, a very encouraging one, is due to the increased output of trained teachers in the Secondary Training College, Bombay, and to the opening of the Maharani Training College, Kolhapur, the greater number of whose students join schools in this Province. The number of pupils to each teacher remains the same as in 1931–32, viz. 18 which is a very satisfactory figure. Another pleasing feature of the above figures is the increase in the percentage of graduate teachers from 43·7 in 1931–32 to 47·6 in 1936–37, and it is to be particularly noted that among the recognised and aided schools, with the exception of District Local Board and Municipal schools, nearly 50 per cent. of the teachers are graduates. There is still, however, a great need for more graduate teachers in Secondary schools and an even greater need for these graduates to be trained. It can be seen that even at the present rate of progress it will be a very

long time before even 90 per cent. of the graduate teachers are trained and even longer before all teachers in secondary schools are graduates. This points to the need of more Secondary Training institutions in this Province. At present the Secondary Training College, Bombay, which has accommodation for 100 students not only charges no fees but gives stipends of Rs. 30 per mensem to 25 students. Even inspite of these facilities, however, a large number of fresh graduates and serving teachers are unable to take advantage of this College owing to poverty; still less able are they to join the Maharani Training College, Kolhapur, where fees are charged. The training of under-graduate teachers presents a very difficult problem. During the quinquennium the regulations governing the Department's Secondary Teacher's Certificate examination were amended in such a way as to allow undergraduates or Matriculates straight from school or the University who have done no service in any school to sit for this examination provided they had put in one year's work at a recognised teachers' training class. This involved the opening of a number of Teachers' Training classes, the number of which in the year 1936 was 4. These Training classes are at present at the experimental stage, and until the results of the 1936–37 examination are known, it is difficult to judge of their usefulness. It is, however, hoped that the new regulations and the existence of these training classes, which are in every case attached to well established Secondary schools, will enable Secondary schools to recruit a more efficient type of undergraduate teacher particularly for English Classes. The number of teachers who passed the Secondary Teachers' Certificate examination in 1936–37 was 182 (excluding Sind), including 48 women, as opposed to 138 in 1931–32 including 38 women (including Sind). This shows a definite numerical advance. The percentage of passes, however, to the number of candidates who sat for the examination still remains very low, being less than 50 per cent. It remains to be seen whether the existence of the new training classes will lead to an improvement in the percentage of passes.

A new feature in the history of Secondary education of this Province was the institution of Refresher courses for Secondary teachers by three of the Divisional Inspectors. In 1935 the Educational Inspector, C. D., held a Refresher course at Panchgani which was attended by about 250 teachers (men and women). In 1936 another such course was held at Bordi by the Educational Inspector, B. D., and was attended by about 300 teachers and at the end of 1936 the Educational Inspector, N. D., held a Refresher course at Ahmedabad for Secondary teachers. Perhaps the most valuable part of these Refresher courses consists in the opportunity which they give for officers of the Department (including Inspecting officers) to meet in a friendly way head teachers and assistant teachers of Secondary schools and discuss with them the problems of Secondary education. This is not to say that the purely educational side is neglected, for at each one of these courses a number of valuable lectures were given on different aspects of Secondary education and various activities in Secondary schools from which all present were benefited very greatly. It is hoped that these Refresher courses will be a permanent feature in the educational life of this Province.

73. In Government schools, except in rare cases, only graduate teachers are appointed. The scale of pay for graduate assistant masters in Government Secondary schools appointed before 4th August, 1931, is Rs. 70 rising to Rs. 200. The new scale of pay, i.e. for those entering service after 4th August, 1931, is Rs. 45 rising to Rs. 175, while the Selection grade posts and special posts have been reduced. The pay of a Head Master of a Government Secondary school is Rs. 170 to Rs. 500, as opposed to Rs. 250 to Rs. 650.

Pay of teachers.

This reduction in the pay of Secondary teachers in Government schools has, in some cases, led to a reduction in the pay of Secondary teachers in aided schools. The average pay of a teacher in aided or recognised Secondary schools is Rs. 65·2 per month. This, however, includes both the pay of Head Masters and that of undergraduate assistants who, in some cases, are not paid more than Rs. 20 a month. Some Head Masters of Secondary schools receive as much as Rs. 500 per mensem and in Bombay City there are a number of schools who pay their assistant teachers Rs. 100 per mensem rising to Rs. 250. The Department is, however, making an effort to induce managements to introduce salary scales for teachers, and in the case of schools applying for recognition for the first time, it insists on a salary scale. The salary scale suggested by the Department of course varies according to the conditions prevailing in the locality. It endeavours, however, to see that no undergraduate Secondary school teacher should start on less than Rs. 25 and should be able to reach Rs. 55 if he takes the S. T. C. For graduates the scale of Rs. 50 rising to Rs. 80 or Rs. 100 is suggested. This is so to speak the minimum scale suggested for it is found that in many cases Matriculates start on the pay of Rs. 30 and can go up to Rs. 80 while some schools follow the new Government scale of pay for their graduate teachers.

The general question of teachers' pay, conditions of service, etc. is receiving considerable attention not only from the Department but also from the teachers' organisations.

As stated in the previous Quinquennial Report, until the status, conditions of service, and pay of Secondary teachers are put upon a satisfactory basis, it is difficult to expect of Secondary schools satisfactory work. As things are at present, many young men look upon the teaching profession as a stop-gap until they can find better posts in some other profession, with the result that the permanent members of the teaching profession are only too often those who are unable to obtain employment in other walks of life. This remark does not of course apply to those men, and there are a great number of them, who enter the profession because they feel the call to take up teaching work, and it is found that men of this type are often able by their unselfishness and singleness of purpose to alter for the good the whole spirit and tone not only of a school but of a locality.

74. The number of pupils in hostels attached to Secondary schools for boys was 2,828 in 1936–37, as opposed to 2,142 in 1931–32. The following table shows by managements the number of boys in hostels attached to schools :—

Hostels.

Management.	Number of pupils in hostels in	
	1936–37.	1931–32.
Government	420	630
District Local Board	34	27
Municipal	5	....
Aided	1,779	1,294
Unaided	590	191
Total ..	2,828	2,142

Of the 19 Government High schools, 15 have hostels attached to them. These hostels are maintained chiefly to provide against the danger to mofussil boys from unhealthy surroundings, and it will be an excellent thing if more recognised schools maintained hostels. For not only do these hostels serve the purpose mentioned above but they also help to establish a corporate spirit in the school.

75. A regular medical inspection involving the keeping of record of weight, height, chest measurements, etc. is not held in either every Government Secondary school or in every aided school. The expense involved in such regular inspection has prevented it being introduced as yet. The importance, however, and the need of such regular inspections and records has not been lost sight of by Government or the Department, and no scheme of physical education can be said to be effective without it. A number of recognised schools, however, do conduct regular medical inspection of their pupils and maintain records. These records have been found to be extremely valuable not only to the Head Master and class teacher but also to the Instructor of Physical training. For such inspections to be really effective, however, the co-operation of parents is necessary. Certain schools which do conduct medical inspections and keep records and send these records to parents, very often find that no action is taken by the parent in the case of a child in whom some glaring physical defects

Medical Inspection.

have been pointed out and for which there is an obvious remedy. For example many children who have been found to have defective eyesight are not always taken to occulists and provided with spectacles. Similarly no action is taken by some parents on reported adenoids and tonsil cases.

Physical education and Games.

76. There has been a great improvement in the attitude of the public and of school managements to this subject, and there are now very few Secondary schools which do not make provision of some sort or another for physical education. True, it may only take the form of encouraging boys to play games after school hours and arranging that one teacher should help with or supervise these games, but this is better than nothing. In many schools, however, definite periods are set aside in the course of the week both for games and for Swedish drill or gymnastics, and this is true of all Government schools.

The handicaps which physical education at present labours under are three—

(1) The lack of teachers specially trained for this subject, and this means teachers with a knowledge of anatomy and physiology who can give corrective exercises in the case of physically defective children,

(2) The lack of play ground space, and

(3) The malnuitrition of a large number of children attending Secondary schools.

Financial stringency has hitherto prevented Government taking up this question and building up a cadre of trained expert teachers as suggested by the Committee appointed by Government in 1927. It is hoped, however, that Government will be able to find means in the near future to implement in some form or another the recommendations of this Committee and that in future physical education from which the question of medical inspection cannot be separated will receive the attention which is due to it. For it is a truism, which is often neglected in practice, that unless proper attention is paid to the body a large amount of the money expended on the education of the mind is wasted.

School activities.

77. Apart from games most schools encourage various activities outside the curriculum. Such activities not only give a training in citizenship but also help to broaden the boys' outlook and quicken his social senses. The chief among such activities are the Boy Scouts, Debating Societies, School Excursions, First-aid, Hygiene and Sanitation Classes, School Magazines and Dramatic Performances. In some schools much more could be done in this direction, but the move must be a spontaneous one and come from the boys themselves. It follows, therefore, that every experiment which leads to encouraging boys to undertake responsibility should be welcomed. It is, therefore, to be noted that the number of schools which have instituted a prefectorial system has increased

and that a number of duties are being assigned to these prefects, in particular the management of the school reading-room, water arrangements, school gardening, games, and in some cases minor disciplinary questions. In some schools these prefects are appointed by the Head Master and in others they are elected. But whatever the system of appointment is, the existence of prefects has been found to be of an inestimable value in the creation of a corporate spirit in the school.

Co-operative Societies.

78. The number of Boys' Co-operative Societies increased during the quinquennium from 143 to 168. These Societies can be of a very great assistance. As it is, many parents have the utmost financial difficulty in sending their sons to schools. If, therefore, the school can provide at a low price the ordinary necessities of school life, it is all to the good. For the provision of foodstuffs, particularly sweetmeats, it is a pity that more schools do not immediately establish a school shop ; for this will not only, as mentioned above, spare the pockets of the parents but will save the children from buying from hawkers food of bad quality and food which has been soiled and fouled by flies and other insects.

Libraries.

79. Increasing attention is being paid to libraries, both boys' and teachers', in Secondary schools. The difficulty as yet, however, is to induce the boys to read the books which are in the libraries. Many schools have, therefore, attached to their libraries reading-rooms and introduced the open shelf system, and where this has occurred it has been found that the library is made better use of by boys. Many schools also, in addition to the school library, have, for each class, a class library, and a period is set apart usually one a week, during which the boys read books of their own choice under the supervision of a teacher. It must, however, be remembered that however great the facilities for reading offered to children are, they will not be made use of unless teachers set an example to their pupils. It is probably true to say that a larger number of teachers read for the pleasure of reading now than did five years ago. But there are still a number of teachers who very rarely read any book except the school textbook. Such teachers cannot expect their pupils to develop the reading habit if they have not got it themselves. Perhaps the fault does not altogether lie with the teachers themselves. So much attention has been paid during the last few years to the pupils' library that the teachers' library is apt to be neglected, and it has been noticed that the contents of the average teachers' library are hardly conducive to reading for pleasure. Reference books and encyclopaedia, books on educational theory and practice are of course necessary, but in view of the fact that the average teacher cannot afford to buy good books for himself, it would perhaps be advisable to include in the teachers' library more books which could provide interesting and pleasurable reading for teachers.

Text-books.

80. In Government, aided and recognised schools or in any school approved by a Local Authority, no books other than those sanctioned by the Department are allowed to be used. There are five School Book Committees to assist the Director

of Public Instruction in determining what books should be sanctioned. The Provincial School Book Committee, of which the Director of Public Instruction is President, considers books proposed for use in Secondary schools, while the Primary School Book Committees, of which there are four, deal with books in the different regional languages, viz. Marathi, Gujarati, Kanarese and Urdu. An account of these latter bodies is given in Chapter VII. A catalogue of books sanctioned for use in Secondary schools during the years 1925-1934 was published during the quinquennium. A supplement is issued annually with a view to bringing it up-to-date. The following table gives details of the work done by the Provincial School Book Committee in 1931-32 and in 1936-37 :—

	Year.	Number of books received including the opening balance.	Number of books disposed of.	
			Sanctioned.	Rejected.
1	2	3	4	5
Provincial School Book Committee.	1931-32 ..	377	245	47
	1936-37 ..	479	370	12

	Year.	Books sanctioned as			Balance.
		Text Books.	Pupils' Library Books.	Teacher's Library Books.	
1	2	6	7	8	9
Provincial School Book Committee.	1931-32 ..	38	159	48	85
	1936-37 ..	142	171	57	97

A list of newspapers and periodicals sanctioned for use in recognised educational institutions in this Province is issued by the Director of Public Instruction annually.

English-teaching schools for boys and girls.

81. An English-teaching school is defined in the Grant-in-Aid Code as one in which the proportion of pupils of European descent is not sufficient to constitute a European school and which follows a prescribed curriculum. They are attended almost entirely by children unable to speak a recognised regional language of this Province, such as (1) a small proportion of Anglo-Indian children who for various reasons cannot go to a European school, (2) a majority of Indian Christians, East-Indians and Goans, (3) a number of pupils coming from provinces where other regional languages are spoken and (4) (under the old rule) a fair proportion of the pupils as had obtained a Primary IVth standard certificate before admission to an English-teaching school. English-teaching schools are governed by the Grant-in-Aid Code. The curriculum (schedule C) followed by these schools is peculiar to them.

Government have sanctioned this relaxation of the Primary standard IV certificate requirement in the cases of all non-European children provided (1) that they join Infants and Standard I classes of these schools, and (2) that the age of such pupils is not substantially above the normal age of the class. In the case of older children joining these schools, proficiency in English is a condition of admission.

Management.

82. There are 41 English-teaching schools both aided and unaided, as against 45 during the year 1931–32. Thirty-five of these are managed by Roman Catholic Missions, one by the Z. B. & M. Mission, one is a Jewish School, and the remaining 4 including two Railway Schools, are undenominational. The following table shows the number of English-teaching schools and pupils in them in 1931–32 and 1936–37 :—

	Number of Schools.		Number of Pupils.			
			1936–37.		1931–32.	
	1936–37.	1931–32.	Boys.	Girls.	Boys.	Girls
High Schools for Boys ..	16	12	7,584	972	6,207	717
High Schools for Girls ..	11	10	874	3,832	733	3,287
Middle Schools for Boys ..	4	12	301	181	1,436	444
Middle Schools for Girls ..	10	10	431	1,235	416	1,158
Training Institutions for Women.	..	1	..	..	..	22
Total ..	41	45	9,190	6,220	8,792	5,628

Schools and Pupils.

83. The following table shows at a glance the present position of English-teaching schools as compared with that of 1931–32 :—

	1931–32.	1936–37.
Number of schools	45	41
Number of pupils—		
Europeans	959	1,013
Non-Europeans	13,461	14,397
Total ..	14,420	15,410

Fifty-six per cent. of the total number of pupils attending English-teaching schools were Goans or East Indians. The total number of schools showed a decrease owing to the removal of the following five schools during the quinquennium from the recognised list :—

1. Little Flower of Jesus School, Bombay.
2. St. Joseph's School, Igatpuri.
3. Mt. Carmel School, Ahmedabad.
4. English Teaching Girls' School, Thana.
5. St. Teresa's Convent Normal Class, Santa Cruz.

Numbers 2, 4 and 5 closed down voluntarily; Nos. 1 and 3 were informed that recognition could not be continued.

The St. Joseph's School, Colaba, Bombay, was recognised during the quinquennium.

Inspite of the decrease in the number of schools, there has been a heavy increase in the number of pupils for 1936–37. It is safe to say that all English-teaching schools are now congested, and many seriously overcrowded.

All English-teaching schools receive grants-in-aid from Government except the following :—

1. Sir Jacob's Sassoon High School, Bombay.
2. St. Joseph's School, Colaba.
3. Gokak Falls English Teaching School, Gokak.
4. M. & S. M. Railway School, Gadag.

84. The total expenditure on English-teaching schools rose from Rs. 11,21,146 to Rs. 11,96,866 and the direct expenditure from Rs. 9,87,852 to Rs. 10,49,126. The various sources from which the expenditure was met are given in the table below :—

Expenditure.

	1936–37.		1931–32.	
	Amount.	Percentage to total.	Amount.	Percentage to total.
	Rs.		Rs.	
Government funds ..	2,05,565	17·2	2,41,488	21·5
Board funds	1,700	0·1	....	....
Fees	7,52,988	62·9	5,99,203	53·5
Other sources	2,36,613	19·8	2,80,455	25·0
Total ..	11,96,866	100·0	11,21,146	100·0

The expenditure has gone up by nearly Rs. 75,000 owing to five Middle schools having been raised to High School status during the quinquennium and to the general expansion of other schools. The decrease in Government's share in the expenditure is due to the closure of certain aided schools and also to the 5 per cent. cut applied during the quinquennium.

The indirect expenditure shows an increase of Rs. 14,454 owing to general expansion.

85. Grants amounting to Rs. 1,155 were paid to Goan and East Indian children attending English-teaching schools. Of this, Rs. 1,035 was for boarders and Rs. 120 was for day-pupils.

War grants.

86. The average annual cost per pupil in an English-teaching school during 1936–37 was Rs. 68·3, of which 82·8 per cent. was derived from private funds. There is a slight decrease of Rs. 7 from the cost recorded for 1931–32.

Average cost per pupil.

87. The curriculum prescribed in Schedule C of the Grant-in-Aid Code is followed by these schools. They prepare candidates for the Matriculation examination of the University of Bombay. Out of 402 candidates sent up from 26 English-teaching High schools for the Matriculation examination, 234 were successful. In 1931–32 the corresponding figures were—

General Development.

out of 376 candidates sent up from 22 English-teaching High schools for the Matriculation examination, 258 were successful.

Qualifications of teachers.

88. The following table shows at a glance the total number of trained and untrained teachers in English-teaching schools :—

1931–32.			1936–37.		
Trained or qualified.	Untrained.	Total.	Trained or qualified.	Untrained.	Total.
371	390	761	419	368	787

One hundred and seven, out of 787 teachers, possess University degrees, as against 141 in 1931–32.

The number of trained teachers has increased ; but many English-teaching schools are still inadequately staffed, as Managers of such schools cannot find funds to pay the higher salaries demanded by trained teachers.

Pay.

89. The average monthly pay of a teacher in an English-teaching school is Rs. 84·8, as against Rs. 88·8 in 1931–32. Salaries of Principals or Head Masters vary from Rs. 150 to Rs. 500 per mensem and those of Assistant Master either trained or with a degree from Rs. 60 to Rs. 200 per mensem.

Salaries of trained mistresses vary from Rs. 60 to Rs. 140 or Rs. 150 per mensem. An unqualified master or mistress gets Rs. 30 to Rs. 60 per mensem.

All Roman Catholic English-teaching schools, except a few, are run by religious or secular clergy whose salaries are nominal. The tendency in these schools is for many members of the religious community to find short and part time teaching employment in the school. This has been actively discouraged.

Eight English-teaching schools have their own Provident Fund schemes for the benefit of their teachers. Four of these schemes have been approved by the Department. The expenditure on the approved schemes is admitted for purposes of grant-in-aid.

Training of teachers.

90. There are no Training colleges for either men or women teachers serving in English-teaching schools except the Normal Class attached to the Convent High School, Clare Road. Some teachers join Secondary Training Colleges for the B. T. degree and many undergraduates prepare for the Secondary Teachers' Certificate. During the year 1936–37, twenty teachers from 7 English-teaching schools appeared for the Secondary Teachers'

Certificate examination and twelve were successful. Four teachers got admission to Secondary Training Colleges for the B. T. degree, and two received Government stipends.

English-teaching schools are unfortunate in having no special examination to qualify their teachers for work in the Primary Section, and the S. T. C. taken by old teachers in the lower classes is unsuitable for the purpose.

Manual training.

91. Almost every English-teaching school has some form of Handwork for the lower classes. Drawing is compulsory and needlework, too, in Girls' Schools, since these subjects are laid down in the Schedule C. There is as yet no provision for Handicraft in upper classes, although schools having Scout troops often provide opportunity.

Hostels.

92. The following statement shows the number of hostels attached to English-teaching schools as well as the number of boarders for 1931–32 and 1936–37 :—

		1931–32.	1936–37.
Number of hostels for	Boys ..	4	4
	Girls ..	6	7
	Total ..	10	11
Number of Boarders	Boys ..	351	566
	Girls ..	722	713
	Total ..	1,073	1,279

Medical inspection.

93. The bigger English-teaching schools having boarding houses attached to them have made their own arrangements for medical inspection of the boarders. Some of them have infirmaries where minor cases are treated by the School Medical Officer ; while serious cases are sent to station Civil Hospitals.

The general health of the school population is reported to be good.

Physical Training.

94. Drill and Physical Training is a compulsory item of the English-teaching curriculum in the Primary Section and in most schools is continued into the highest classes. The Department spares no effort to discourage a tendency apparent in the upper classes of English-teaching schools to concentrate on academic work at expense of such activities as drawing, physical training, and games.

Religious and Moral Instruction.

95. Although religious instruction is not controlled, inspected or reported upon by Departmental Officers, it is included in the curriculum of almost all Roman Catholic schools usually in the form of a daily period. No grant is paid on the expenditure incurred on the subject.

Moral instruction still continues to have a separate period allotted to it in almost all Roman Catholic Schools.

CHAPTER VII.

PRIMARY EDUCATION.

Introduction.

96. In this Province "Primary Education" is defined as education which is wholly given through the mother-tongue in any of the prescribed Primary standards. There are four recognised regional languages of this Province—Marathi, Gujarati, Kanarese and Urdu. The Primary course covers a period of eight years and consists of two stages—the Elementary or Lower Primary Stage (Infant class and Standards I—IV) and the Upper Primary Stage (Standards V—VII). It will thus be seen that in the educational ladder Primary standards V—VII are parallel to Secondary Standards I—III. At the end of the Primary school course (in the case of girls Standard VI and in the case of boys Standard VII), there is a Departmental examination called the Primary School Leaving Certificate examination, the passing of which qualifies a boy or a girl, among other things, for admission to a Primary Training college and qualifies him or her to act as teacher in an approved Primary school. Pupils who pass the 4th Standard examination of a Primary school are eligible for admission to Standard I of a Secondary school. On the other hand, pupils who pass the Primary School Leaving Certificate examination are allowed to join those special classes which are attached to some Secondary schools, known as the Special Classes for pupils who have passed the Primary School Leaving Certificate Examination, and after spending one year in this class are, on passing the Departmental examination at the end of the course, allowed to join Secondary Standard IV. It will thus be seen that although the Primary school course is a self-contained one it forms part of the whole educational ladder of this Province and pupils are enabled to cross from Primary to Secondary education by two separate routes.

Schools and pupils.

97. The following table shows the number of Primary schools for boys and girls and the number of pupils in them for the year 1931–32 and the year 1936–37 :—

	Schools.		Pupils.	
	1931–32.	1936–37.	1931–32.	1936–37.
Bombay Division.				
Bombay City	464	492	76,951	96,611
Mofussil	2,387	2,509	167,073	201,970
Total ..	2,851	3,001	244,024	298,581
Central Division	4,579	4,692	340,240	387,726
Northern Division ..	2,389	2,539	218,827	248,779
Southern Division ..	2,679	2,669	195,234	205,213
Grand Total ..	12,498	12,901	998,325	1,140,299

	Increase or decrease during the quinquennium.		Percentage of increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.
Bombay Division.				
Bombay City	+ 28	+ 19,660	+6·0	+25·5
Mofussil	+122	+ 34,897	+5·1	+20·9
Total ..	+150	+ 54,557	+5·3	+22·4
Central Division ..	+113	+ 47,486	+2·5	+14·0
Northern Division ..	+150	+ 29,952	+6·3	+13·7
Southern Division ..	— 10	+ 9,979	—0·4	+ 5·1
Grand Total	+403	+141,974	+3·2	+14·2

It will be seen that the total increase in the number of schools was 403 and the total increase in the number of pupils was 141,974. A reference to the previous Quinquennial Report will show that both the actual and percentage increase of pupils and schools was proportionately less during this quinquennium than during the previous quinquennium. This was due to the financial position both of Government and of the Local Bodies during the earlier part of the quinquennium. In 1936–37 the proportion of Primary schools to the population was 1 : 1388 as opposed to 1 : 1434 in 1931–32. The average number of pupils per Primary school was 88 in 1936–37 as opposed to 80 in 1931–32. Each Primary school served on an average an area of 6 square miles as opposed to 6·2 in 1931–32. The above figures show a steady but slow progress in the struggle to bring Primary education within the reach of every child.

Management.

98. At the beginning of this quinquennium two more District Local Boards took over control of Primary education—Ahmedabad on the 1st of March, 1934, and Kaira on the 1st of June, 1933. Thus every Local Authority has now taken over control of Primary education in accordance with the intention

of the Primary Education Act of 1923. The various District Local Boards and Municipalities declared as Local Authorities under the Act were distributed at the end of the quinquennium as under :—

—	Number of Local Authority District Local Boards.	Number of Local Authority Municipalities.
Bombay Division	5	8
Central Division	6	16
Northern Division	5	10
Southern Division	4	7
Total ..	20	41
	61	

An increase will be found to have taken place under the head—Municipalities and is due to the fact that 5 non-Local Authorities were declared Local Authorities.

The following table gives the number of Primary schools by management and the number of pupils in them :—

—	Schools.			Pupils.		
	1931–32.	1935–36.	1936–37.	1931–32.	1935–36.	1936–37.
Government ..	32	32	31	3,969	4,294	4,511
District Local Board ..	9,229	9,174	9,203	611,497	651,587	671,701
Municipal ..	1,480	1,557	1,581	275,947	321,428	332,248
Aided	1,580	1,659	1,808	100,133	111,090	119,178
Unaided	177	209	278	6,779	10,186	12,661
Total ..	12,498	12,631	12,901	998,325	1,098,585	1,140,299

It will be seen that the District Local Boards manage the bulk of the schools. The aided schools are those maintained by missionary and other private educational bodies, and it is a feature of Primary education during this quinquennium that the number of aided and unaided Primary schools has increased in far greater proportion than the number of District Local Board, Government, and Municipal schools. This can be accounted for by the weak financial position of Government and the Local Authorities, and it is probable that schools managed by private bodies will, as time goes on, come to take an even greater share of the burden of Primary education. The majority of the Government Primary schools are practising schools attached to Government Training institutions for Primary teachers, but there are also 3 central schools maintained by Government specially for Muhammadans. The fall in the number of Government Primary schools is due to the closure of the Criminal Tribes Settlement School in the Southern Division.

The average number of pupils in a Primary school under different managements was as under :—

Management.	Average number of pupils.
Government	146
District Local Board	73
Municipal	210
Aided	66
Unaided	46

Other details regarding the attendance, expenditure, cost per pupil, etc. are given in the supplement to this report.

99. The following table gives the distribution of pupils in Primary schools by communities for 1936–37 :—

Distribution of pupils by communities.

——	Number of boys in Primary schools.	Percentage to male population of the community.	Number of girls in Primary schools.	Percentage to female population of the community.	Total number of pupils in Primary schools.	Percentage to total population of the community.
Indian Christians ..	17,398	12·0	10,246	8·4	27,644	10·3
Hindus — Advanced ..	122,110	17·4	86,460	14·2	208,570	15·9
Hindus — Intermediate ..	462,643	8·5	109,966	2·2	572,609	5·4
Hindus — Backward ..	118,456	6·2	21,678	1·2	140,134	3·7
Muhammadans	110,366	12·9	44,411	6·1	154,777	9·8
Parsis	2,939	6·6	3,383	8·2	6,322	7·4
Others	19,326	9·5	10,917	6·3	30,243	8·6

There has been a noticeable increase both in the actual and percentage figures of pupils attending Primary schools among the Advanced classes, the Intermediate classes and the Muhammadans, and it is to be noted particularly that apart from the Advanced classes, the percentage of the Muhammadans is higher than that of any other single class. The comparatively low percentage shown by the Parsis is due to the fact that the majority of children of that community are attending Secondary, English-teaching and European schools.

Expenditure.

100. The total expenditure on all Primary schools increased during the quinquennium from Rs. 1,74,44,400 to Rs. 1,77,36,502 that is to say by 1·7 per cent. This is a very much lower percentage increase than that which occurred during the two previous quinquennia, the percentage increase for the last quinquennium being 3·3 and that for the quinquennium ending 1926-27 being 35·0. The following table shows the different sources from which the total expenditure on Primary education was met during 1931–32 and 1936–37 :—

	1931–32.		1936–37.		Increase or decrease.	
	Amount.	Percentage to total.	Amount.	Percentage to total.	Amount.	Percentage.
	Rs.		Rs.		Rs.	
Government funds ..	1,00,33,892	57·5	97,66,831	55·1	—2,67,061	— 2·7
District Local Board funds	14,82,012	8·5	12,66,630	7·1	—2,15,382	—14·5
Municipal funds ..	42,35,497	24·3	45,09,200	25·4	+2,73,703	+ 6·5
Fees	4,64,360	2·7	6,86,873	3·9	+2,22,513	+47·9
Other sources ..	12,28,639	7·0	15,06,968	8·5	+2,78,329	+22·7
Total ..	1,74,44,400	100·0	1,77,36,502	100·0	+2,92,102	+1·7

In view, however, of the increase in the number not only of schools but also of pupils attending them, this small increase in expenditure shows that the cost of Primary education per head has been kept down, and this, as will be seen, is largely due to the reduction in the cost on account of the pay of Primary teachers. The above table also shows that Government's contribution to the cost of Primary education has decreased both actually and proportionately. The increase under the head of other sources can be accounted for by the opening, during the quinquennium, of a number of aided and unaided schools to the cost of which Government and the Local Authorities contribute a comparatively small share.

Direct expenditure on Primary education formed 53·9 per cent. of the total direct expenditure on education in 1936–37, while the percentage of expenditure from Government funds on Primary education to the total direct Government expenditure on education was 71·7 ; the corresponding percentages in 1931–32 were (if Sind is excluded) 57·6 and 71·3 respectively. Under the Act of 1923 the Government contribution towards the cost of compulsory schemes has been fixed at half or two-thirds according as the Local Authority is a Municipality or a District Local Board, and Government have agreed by rules under the Act to contribute on a similar scale towards the cost of schemes of voluntary expansion, if their financial condition permits. Boards are given as annual datum line grant the amount paid as annual grant in the year preceding the year of the transfer of control of Primary education and two-thirds of the excess of approved expenditure over the total expenditure of that year. Owing to financial stringency, Government have had to apply the following cuts to their grants to Local Authorities for Primary education :—

1931–32	5 per cent.
1932–33	19¼ per cent.
1933–34	12 per cent.
1934–35	12 per cent.
1935–36	11 per cent.
1936–37	8 per cent.

In addition to this, Government have been unable to pay grants amounting to over Rs. 3 lakhs on expenditure which is admissible under the rules.

The following statement shows the sources of expenditure on Primary education in this Province as compared with those of other provinces for 1935-36 :—

Name of the Province.		Expenditure (Direct).		
		Provincial funds.	Board funds.	Fees.
Bombay	1936-37 ..	97,66,831	57,75,830	6,86,873
Percentage ..		55·1	32·5	3·9
	1935-36 ..	98,63,967	56,36,878	6,78,189
Percentage ..	..	54·2	32·6	3·9
Madras	..	1,37,73,561	57,55,193	6,46,882
Percentage	..	58·1	24·3	2·7
Bengal (1934-35)	..	26,22,824	21,51,329	23,53,162
Percentage	..	32·0	26·3	28·7
United Provinces	..	74,95,567	33,74,579	7,78,008
Percentage	..	62·4	28·1	6·5
Punjab	..	76,43,091	31,06,000	5,57,454
Percentage	..	64·0	26·0	4·7
Burma	..	61,924	38,12,209	81,740
Percentage	..	1·6	94·6	2·0
Bihar and Orissa	..	1,08,647	42,00,351	8,39,501
Percentage	..	1·8	70·3	14·0
Central Provinces and Berar ..	..	17,56,686	25,08,086	1,78,747
Percentage	..	37·2	53·0	3·8
Assam	..	10,05,519	5,13,172	22,092
Percentage	..	58·1	29·7	1·3
North-West Frontier ..	..	8,58,772	1,67,634	10,233
Percentage	..	78·7	15·4	0·9
Sind	..	16,55,189	9,57,150	83,159
Percentage	..	52·6	30·4	2·6

Name of the Province.		Expenditure (Direct)—*contd.*		Provincial expenditure on education.	Percentage of Provincial expenditure on Primary education to total Provincial expenditure on education.
		Other sources.	Total.		
Bombay	1936-37 ..	15,06,968	1,77,36,502	1,55,51,740	62·8
Percentage ..		8·5	100·0	....	
	1935-36 ..	16,11,964	1,72,90,998	1,51,01,437	62·0
Percentage ..	..	9·3	100·0	....	
Madras	..	35,48,034	2,37,23,670	2,56,10,288	53·8
Percentage	..	14·9	100·0	....	
Bengal (1934-35)	..	10,64,665	81,91,980	1,36,19,445	60·1
Percentage	..	13·0	100·0	....	
United Provinces	..	3,61,476	1,20,09,630	2,07,00,208	36·3
Percentage	..	3·0	100·0	....	
Punjab	..	6,30,940	1,19,37,485	1,63,45,765	46·8
Percentage	..	5·3	100·0	....	
Burma	..	73,221	40,29,094	50,48,857	1·2
Percentage	..	1·8	100·0	....	
Bihar and Orissa	..	8,29,138	59,77,637	59,00,686	1·8
Percentage	..	13·9	100·0	....	
Central Provinces and Berar ..	..	2,87,646	47,26,165	47,39,189	37·1
Percentage	..	6·0	100·0	....	
Assam	..	1,89,312	17,30,095	30,37,553	33·1
Percentage	..	10·9	100·0	....	
North-West Frontier ..	..	54,402	10,91,041	21,11,644	40·7
Percentage	..	5·0	100·0	....	
Sind	..	4,52,592	31,48,090	25,88,029	64·0
Percentage	..	14·4	100·0	....	

It will be seen that the Bombay Government's share of the expenditure on Primary education, viz. 62·8 per cent. of the total expenditure is greater than that of any other province except Sind in which it is 64 per cent.

101. The following table gives the average cost of a Primary school and the cost of educating a pupil in the different Divisions in 1936–37 :—

Average cost.

	Average total direct expenditure on a Primary school for						Average direct expenditure per pupil in a Primary school for					
	Boys.			Girls.			Total.			Boys.			Girls.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Bombay Division — Bombay City.	7,773	1	0	8,109	3	0	7,881	1	0	39	11	0	41	5	0	40	4	0
Bombay Division — Mofussil ..	918	4	0	1,526	12	0	957	0	0	12	6	0	12	14	0	12	7	0
Central Division ..	1,073	6	0	1,577	7	0	1,118	12	0	13	14	0	15	3	0	14	1	0
Northern Division ..	1,302	15	0	1,960	15	0	1,412	1	0	14	12	0	16	7	0	14	13	0
Southern Division ..	933	2	0	1,380	12	0	982	12	0	12	11	0	15	2	0	12	15	0
Average for the Presidency	1,250	13	0	2,333	5	0	1,374	13	0	15	5	0	19	15	0	16	0	0

In connection with these figures it must be borne in mind that except for Bombay City, the Northern Division contains the largest urban population. After the Northern Division comes the Central Division, while in the Southern Division there are comparatively few large towns. The cost of Primary education per head is always greater in urban areas, particularly in large urban areas such as Ahmedabad and Surat, than in the mofussil owing to the high cost of living, high cost of land, and high rents.

The following table gives the average cost of educating a pupil in a Primary school under each class of management :—

	1931–32.				1936–37.			
	Total cost.			Cost to Government.	Total cost.			Cost to Government.
	Rs.	a.	p.	Rs. a. p.	Rs.	a.	p.	Rs. a. p.
Government	33	6	0	33 1 0	27	9	0	27 1 0
District Local Board ..	14	15	0	12 2 0	13	4	0	10 10 0
Municipal	24	11	0	8 15 0	20	14	0	7 3 0
Aided	19	1	0	3 10 0	17	5	0	3 8 0
Unaided	13	4	0	....	17	6	0	....
Total ..	18	2	0	10 7 0	16	0	0	8 13 0

As mentioned above, it will be seen that the average cost of educating a pupil in a Primary school for boys has gone down during the quinquennium. The comparatively high cost of educating a pupil in a Government school is due to the fact that in Government schools the proportion of trained teachers to the total number of teachers is almost cent. per cent. Moreover, since those Government schools which are attached to Training colleges are looked upon as model schools, the building and equipment of such schools are paid particular attention to and are better than those in the average non-Government school. The decrease in the cost of educating a pupil in the case of Local Authority Municipal schools is largely due to the employment of teachers on lower scales of pay in place of those who retired or died and to the non-payment of Head Masters' and 1st Assistants' allowances by some Local Authorities.

The following table compares the cost per pupil in Primary schools of this Province with that in Primary schools in other Provinces :—

	Percentage of pupils to population.	Cost per pupil.	
		Total cost.	Cost to Government.
		Rs. a.	Rs. a.
Bombay .. .. 1936–37 ..	6·4	15 5	8 14
Bombay .. .. 1935–36 ..	6·1	15 12	8 8
Madras .. .. 1935–36 ..	6·1	8 4	4 13
Bengal .. .. 1934–35 ..	4·8	3 7	1 2
United Provinces .. 1935–36 ..	2·9	8 10	5 6
Punjab .. .. Do. ..	3·8	13 5	8 8
Burma .. .. Do. ..	3·1	9 13	0 2
Bihar and Orissa .. Do. ..	2·6	6 3	0 2
Central Provinces and Bihar. Do. ..	2·8	10 15	4 1
Assam .. .. Do. ..	3·9	5 1	2 15
North-West Frontier .. Do. ..	3·0	15 4	12 0
Sind .. .. Do. ..	3·8	21 2	11 1

It will be seen that both the total cost and the cost to Government of educating a child in a Primary school in this Province is higher than that of any other province except Sind. This is due to the fact (1) that

there are more Local Authority Primary schools in this province, and (2) that in this province the average salary of a Primary teacher is very much higher than that in any other province, except Sind.

Fees.

102. The percentage of expenditure on Primary education met from fees in 1936–37 was 3·9, as compared with 2·7 in 1931–32. Local Authorities are given a free hand in the matter of remission of fees. The possible explanation, therefore, for the slight increase in the percentage figures for 1936–37 as compared with those for 1931–32 is that owing to the slightly improved financial situation in this Province more parents were in a position to pay Primary school fees. It is also to be noted that there has been a marked increase during this quinquennium in the number of aided and unaided schools, and in these schools all children usually pay fees. Children of persons paying local fund cess are still admitted to District Local Board schools at reduced rates of fees. All girls and all children of the Backward communities are admitted free in District Local Board and Municipal schools in this Province. The following table shows the percentage of boys in District Local Board Primary schools in all the Divisions of the Province who pay fees and of those who are admitted free :—

	Percentage of boys in Primary schools paying		
	Full fees.	Cess payer's fees.	No fees.
Bombay Division	9·7	30·3	60·0
Central Division	8·9	24·4	66·7
Northern Division	16·1	42·8	41·1
Southern Division	2·0	30·9	67·1

Children of women teachers in Local Authority schools whose pay is Rs. 100 per mensem or less and of Indian soldiers and "followers" who died or were incapacitated during the Great War are admitted free. The children of the Konkani Maratha community in the Kanara, Ratnagiri and Kolaba Districts are also admitted free under certain conditions. Finally, any child whose guardian can show his inability to pay fees on account of poverty is admitted free.

The following table compares the average annual fee per pupil in Boys' Primary schools by managements :—

——	1931–32.	1936–37.
	Rs. a. p.	Rs. a. p.
Government	0 7 2	0 11 9
District Local Board	0 4 10	0 5 3
Municipal	0 4 3	0 4 7
Total under public management ..	0 4 8	0 5 1
Aided	2 7 2	3 3 1
Unaided	0 4 5	3 10 3
Total under private management ..	2 4 10	3 3 9
Grand Total ..	0 7 10	0 10 4

As can be seen from the above table there has been a definite rise in the amount of fee receipts in all types of schools. That this rise is most marked in the case of aided and unaided schools, bears out the observation made in the previous portion of this Chapter that aided and unaided schools would appear to be gradually taking a greater share of the burden and expense of Primary education. This is a tendency to be welcomed.

Sixty Municipalites in this province have made Primary education free. Nevertheless, in view of the ability of aided and unaided schools to charge a comparatively high rate of fees, it would seem possible for a number of parents who are at present paying very low fees or no fees at all to pay higher fees and thus contribute more to the cost of Primary education in District Local Board and Municipal schools. This shows that people would be willing to pay for education, if they are called upon to do so.

103. The teachers employed in Primary schools are divided into three classes—

Primary teachers.

(1) Trained teachers who have received training in a Government or a recognised Training institution either for one, two or three years ;

(2) Qualified teachers who are not trained but have passed the Primary School Leaving Certificate Examination ; and

(3) Unqualified teachers.

The total number of men and women teachers in Primary schools under all managements increased during the quinquennium by 3,492 to 34,532 (29,116 men teachers and 5,416 women teachers), that is to say by 10 per cent. Of the 34,532 teachers, 17,134, or 49·6 per cent., were trained, as against 48·4 per cent. at the end of the last quinquennium. This is a very small percentage increase in the number of trained teachers. It must, however, be remembered that there has been a marked increase in the number of aided and unaided Primary schools and that the managements of these schools find it difficult to secure an adequate number of trained teachers partly for financial reasons and partly owing to the lack of accommodation in Government Training colleges for teachers from aided and unaided schools. In this connection it also must be borne in mind that there are in this Province only three recognised Training Colleges for Men, viz. the Union Training College, Ahmednagar, the Vocational Training School at Ankleshwar and the S. J. Rural Training School, Satara, as opposed to eleven recognised Training Colleges for Women, so that the lack of facilities for the training of men teachers from aided and unaided schools is obvious. On the other hand, whereas in Government, District Local Board and Municipal schools the total number of teachers both trained and untrained has increased from 24,662 to 25,223, the number of trained teachers has increased from 13,008 to 13,752. It will thus be seen that the quinquennial output of trained teachers was in excess of the quinquennial increase in the total number of teachers, that is to say that the percentage of trained to untrained teachers in Government, District Local Board and Municipal schools is increasing steadily. On the whole, therefore, although there is an urgent necessity for increasing at a very early date the output of trained teachers, if the efficiency of Primary schools is to be improved, the progress in this direction during the quinquennium can, on the whole, be said to be encouraging. Detailed

figures illustrating the above facts will be found in the following table :—

	Trained.				Untrained.			Grand total.
	III Year.	II Year.	I Year.	Total.	Qualified.	Unqualified.	Total.	
Bombay Division ..	402	914	1,841	3,157	2,181	283	2,464	5,621
Percentage to total ..	7·1	16·3	32·8	56·2	38·8	5·0	43·8	100·0
Central Division ..	475	1,451	3,058	4,984	4,412	144	4,556	9,540
Percentage to total ..	5·0	15·2	32·0	52·2	46·3	1·5	47·8	100·0
Northern Division ..	578	686	1,488	2,752	2,553	61	2,614	5,366
Percentage to total ..	10·8	12·8	27·7	51·3	47·6	1·1	48·7	100·0
Southern Division ..	722	994	1,143	2,859	1,780	57	1,837	4,696
Percentage to total ..	15·4	21·2	24·3	60·9	37·9	1·2	39·1	100·0
Total ..	2,177	4,045	7,530	13,752	10,926	545	11,471	25,223
Percentage to total ..	8·6	16·0	29·9	54·5	43·3	2·2	45·5	100·0

Scales of pay.

104. The following are the scales of pay for Primary teachers :—

Teachers handed over to Local Authorities under section 8 (*a*) of the Primary Education Act are paid at the rate of—

(1) Unqualified teachers .. Rs. 20.
(2) Qualified teachers .. Rs. 25—1/5—30.
(3) 1st year trained teachers .. Rs. 30—1/3—35—1/2—40.
(4) 2nd year trained teachers .. Rs. 35—1/2—45—1—50.
(5) 3rd year trained teachers .. Rs. 40—2/3—50—1—60.

The above are known as guaranteed teachers. Teachers appointed after 30th June, 1923, which is taken to be the date of the handing over of control, were paid at the following rates :—

(1) Unqualified teachers .. Rs. 15.
(2) Temporary qualified teachers .. Rs. 15.
(3) Permanent qualified but untrained teachers. Rs. 20—1/3—25—1/2—30.
(4) 1st year trained teachers .. Rs. 25—1/2—35—1—40
(5) 2nd year trained teachers .. Rs. 30—1/2—35—1—50
(6) 3rd year trained teachers .. Rs. 35—1—60.

Subject to the following limits and with the approval of Government, Local Authorities are allowed to modify the scales for teachers appointed after the 30th of June, 1923 :—

	Minimum. Maximum.
(1) Unqualified teachers	.. Rs. 15 rising to Rs. 25.
(2) Qualified teachers	.. Rs. 18 rising to Rs. 40.
(3) 1st year trained teachers	.. Rs. 20 rising to Rs. 50.
(4) 2nd year trained teachers	.. Rs. 25 rising to Rs. 60.
(5) 3rd year trained teachers	.. Rs. 30 rising to Rs. 70.

Although the Local Authorities are allowed to pay up to the maximum of the above limits and with the sanction of Government to debit the expenditure to the Primary education fund, the maximum pay according to the above limits laid down has never been sanctioned by Government for grant.

In the case of teachers appointed after the 1st of April, 1935, Government have under consideration the following scales of pay :—

For District Local Board areas including non-Local Authority Municipal areas—

(1) Unqualified teachers	.. Rs. 15.
(2) Qualified teachers	.. Rs. 20.
(3) 1st year trained teachers	.. Rs. 20—1/3—25—1/2—30.
(4) 2nd year trained teachers	.. Rs. 25—1/2—35—1—40.
(5) 3rd year trained teachers	.. Rs. 30—1/2—35—1—40.

For Local Authority Municipalities—

(1) Unqualified teachers	.. Rs. 20.
(2) Qualified teachers	.. Rs. 25.
(3) 1st year trained teachers	.. Rs. 25—1/5—30.
(4) 2nd year trained teachers	.. Rs. 30—1/3—35—1/2—40.
(5) 3rd year trained teachers	.. Rs. 35—1/2—45—1—50.

These scales of pay have been brought provisionally into effect from 1st April, 1935. Certain Local Authorities also pay their Head Masters and 1st Assistants special allowances. During this quinquennium, however, 2 District Local Boards and 21 Municipalities discontinued the payment of these allowances as a permanent measure, while 14 District Local Boards and 9 Municipalities reduced these allowances fully or partially as a measure of retrenchment.

In addition to the above reductions in the scale of pay, during the earlier part of this quinquennium the pay of Primary teachers was subjected to emergency cuts to the extent of 20 per cent. in the case of some Local Authorities. These percentage emergency cuts in some cases have been restored and in the remaining have been reduced in proportion to the amount of the reduction of the cut applied by Government to their grant to local Authorities for Primary education.

It will be seen, therefore, that the financial position of Primary teachers had steadily deteriorated during the last two quinquennia, a fact which makes for discontent among members of the profession, discourages the best elements from entering it and is undoubtedly responsible for some of the inefficiency prevailing in Primary schools. By the end of the year 1936–37, all Local Bodies adopted or consented to adopt, with the approval of Government, the scales of pay prescribed in 1929 for teachers appointed after June 30, 1923.

The abolition of the Head Masters' and the 1st Assistants' allowances, which were introduced in March, 1923, was partly due to financial considerations. But this was not the only reason, for it was found that in practice these allowances very often made for injudicious appointments, i.e., appointments which were not based solely on merit. Furthermore, it was found difficult to secure good teachers under this system for small village schools, since the average attendance at such schools was so low that no allowance was attached to it, and there was little likelihood of the attendance being raised. Nevertheless, it still remains true that the average monthly pay of a Bombay teacher is considerably higher than that of a teacher in any other province. Too much stress should not, however, be laid on this fact, since in other provinces the cost of living is lower and the majority of the schools are managed by private societies and not by Local Authorities and the terms and conditions of employment are different.

Number of pupils per teacher.

105. The average number of pupils (boys and girls taken together) per school was 88 in 1936–37, as against 80 in 1931–32, while the average number of pupils per teacher was 33 in 1936–37, as against 31 in 1931–32. In the Bombay Division it was 35, in the Central Division and in the Northern Division 32, and in the Southern Division 34. According to Primary Education Rule 57 (1) the number of pupils on the rolls of a class and, if a teacher is in charge of more than one class, the total number on rolls in all such classes is not to exceed 40. In 1936, however, Government informed the Local Authorities that strict observance of this rule would not be insisted upon and that the Local Authorities would be permitted to raise the figure to 50 with the permission of the Educational Inspector. This permission has not as yet been taken advantage of to any great extent as can be seen by the figures given above.

In view of the sparse distribution of Primary schools over this Province, it is inevitable that there should be a large number of one-teacher schools

still in existence. As far as District Local Board Primary schools are concerned the figures for each Division are as follows :—

—	Number of District Local Board Primary schools.	Number of one-teacher schools.	Percentage.
Bombay Division	1,952	1,175	60·2
Central Division	3,704	2,297	62·0
Northern Division ..	1,610	518	32·2
Southern Division ..	1,937	1,104	57·0
Total ..	9,203	5,094	55·4

Only in the Southern Division has the number of one-teacher schools increased, viz. from 1,078 to 1,104. In all the other Divisions there has been a reduction in the number of one-teacher schools, and in the case of the Central Division there are, as will be seen, only 2,297 one-teacher schools, as against 2,366 in 1931–32. Although it must be admitted that the existence of one-teacher schools is not a thing to be encouraged, it must be clearly stated that there is nothing inherently unsound in the continued existence of such schools. The reason why so many people point to the existence of the one-teacher schools as being the cause of the prevailing weakness in the Primary school system, is that the authorities concerned, viz. the District School Boards, are not sufficiently careful to see that the best of their younger trained teachers are put in charge of these schools ; and the reason why inferior teachers are so often put in charge of one-teacher schools, is that it is difficult to induce a young and promising teacher to bury himself in an obscure village. Moreover, in those districts, where Head Masters' allowances still exist, the better teachers do their best to avoid the one-teacher school, since it carries with it a very small or no attendance allowance.

106. The following two tables show—(1) the distribution of pupils in Primary schools in 1936–37 by standards, and (2) the percentage of children who enter Primary schools and pass Standard IV :—

Wastage.

(1)

——	Boys.	Percentage to total.	Girls.	Percentage to total.
Infants	257,112	30·1	117,472	40·9
Standard I	149,074	17·5	53,912	18·8
Standard II	136,997	16·1	44,318	15·5
Standard III	112,640	13·2	31,666	11·0
Standard IV	97,329	11·4	22,991	8·0
Total, Lower Primary stage ..	753,152	88·3	270,359	94·2
Standard V	44,963	5·2	9,084	3·2
Standard VI	28,661	3·4	7,225	2·5
Standard VII	26,462	3·1	393	0·1
Total, Upper Primary stage ..	100,086	11·7	16,702	5·8
Grand Total (Lower and Upper Primary stages)	853,238	100·0	287,061	100·0

(2)

Year.	Pupils in Infant Class.	Pupils in Standard IV five years later.	Pupils passing Standard IV.	Percentage of pupils in Standard IV to pupils in Infant Class.	Percentage of pupils passing Standard IV to pupils in Infant Class.
1927–28	322,911	..	..	....	....
1931–32	..	99,727	55,765	30·9	17·3
1928–29	330,455	..	..	....	....
1932–33	..	102,062	61,059	30·9	18·5
1929–30	346,604	..	..	....	....
1933–34	..	105,992	64,555	30·6	18·6
1930–31	349,274	..	..	....	....
1934–35	..	111,311	62,010	31·9	17·8
1931–32	355,830	..	..	....	....
1935–36	..	116,154	68,576	32·6	19·3
1932–33	337,384	..	..	....	....
1936–37	..	120,320	72,202	35·7	21·4

The figures themselves are sufficiently revealing. Nevertheless, a reference to the previous Quinquennial Report will show that there has been a very slight improvement, although it must be remembered that the previous report includes the figures for Sind. The full significance of these figures is that Government is maintaining or helping to maintain buildings, equipment, teachers, and supervising and inspecting staff for nearly 10½ lakhs of children, while only about 3½ lakhs or 36 per cent. of these children progress any further up the educational ladder than the Infants' class. Again, even supposing that all the children shown to be studying in standard IV (viz., 120,000) pass standard IV (which they do not), and achieve literacy (which they do not) and even supposing that the aim of Primary education is the attainment of literacy (which it is not), it will be seen that in order to make 120,000 children literate, Government have to spend money on equipment, teachers, inspectors, etc., for 10 lakhs children. This leaves out of account all consideration of the upper Primary standards in which, as will be seen, only 11·2 per cent. of the total number of children in Primary schools are studying, and it is only in these standards that, at present, anything approaching real education can be said to be given.

The problem that needs to be solved, therefore, is why so many children leave school before completing either the 4th standard examination or the Primary School Leaving Certificate Examination. The answer has been given time and time again and it is that parents fail to realise the value of Primary education to their children. They find that their children are of more value to them as wage earners at an early age than if they continue to go to school. In other words they do not think that it is worth sacrificing the immediate income to be derived from small children to the doubtful material benefits to be derived from completing either the lower or the higher Primary school course. To a certain extent parents who think thus are justified, since it has been found that a large number of children who pass standard IV not only do not attain, or at least do not maintain, literacy, but also lose certain natural mental qualities which the child that does not attend school but educates himself by experience and work in the fields still retains. It will thus be seen that until the parents can be convinced that it is worth their while and the children's while to send their children to school, no real solution of the wastage problem will be found.

It has to be admitted that the methods of teaching in many Primary schools are mechanical and that all that many teachers endeavour to do is to make their children recognise the letters, learn a number of lessons by heart, do a number of formal sums, and learn the multiplication tables by heart. Little or no attempt is made to develop the child's powers of observation and reasoning, to interest him in his own environment or to bring his environment into relation with his school work. Nature-study, History and Geography are looked upon as frills ; Hygiene, if taught at all, is taught as a lesson to be memorized and its practical application is often completely neglected.

The first thing to do, therefore, is to make the school an interesting place. This will attract the children and influence the parents. The second

thing to do is to make the parent to see that his or her child, as a result of attending the school, is a better human being in mind and body than the child which does not attend school, and that he is a more intelligent worker in the field and in the home than his unschooled companion. For this to happen the schools must be improved and that means that there must be better teachers. As long as only 50 per cent. of the Primary teachers are trained and more than 50 per cent. of these trained teachers have only one year's training, it will be impossible for the Primary school to do such work as will convince parents of its utility. On the face of it, it is unfair to expect 20,781 men and women, who have themselves an educational background consisting only of the Primary School Leaving Certificate Examination course and one year's training, to do anything other than drill their children in a mechnical way.

Most of the harm is done in the first year of a child's school life. At present there are hardly any teachers in this Province who have any knowledge or have had any training in the handling of small children. The teaching of small children is an art in itself and requires considerably more skill than the teaching of older children, and it will be found that in Europe and America classes composed of smaller children are usually put in the hands of women teachers. Experience will, therefore, point to the need of more women teachers with a good educational background behind them who have been trained specifically for infant work.

Curriculum.

107. During this quinquennium the question of the revision of the existing course for Primary schools was taken up by the Department. This was thought necessary not only because the existing course had come in for a large amount of justifiable criticism but also because it was thought that the existing Primary course, though quite satisfactory in the hands of a competent teacher, did not give the average teacher sufficient guidance. Accordingly in the year 1935–36 a tentative revised curriculum for Primary schools was drawn up and was introduced as an experimental measure in certain selected Government and aided schools all of which were practising schools attached to Training colleges. The main difference between this new curriculum and the old one is that in the new curriculum particular stress is laid upon the importance of training a child's eye and hand and developing his general intelligence. More detailed guidance is also given to teachers in the treatment and method of teaching their subjects, and the treatment of each individual subject is made as practical as possible with a view to educating the child through the medium of his immediate environment. Divisional Inspectors report that this new curriculum has proved a success in the schools in which it has been tried and that it is a distinct improvement on the previous one. It has now been sent to the School Boards of Local Authorities for their opinion, and they have been invited to offer suggestions of a general nature. After these suggestions have been received and considered, it will be submitted to Government for final approval. It must, however, be repeated that no curriculum however good is likely to prove successful in face of bad teaching and in the hands of ignorant teachers. Although, therefore, the new curriculum is designed

to help the teacher as much as possible, there are still likely to be a number of teachers who will succeed in making it as unfruitful and as ineffective as they made the previous one.

Education of Agricultural classes.

108. One of the most notable differences between the existing curriculum and the new revised curriculum is that in the new curriculum nature-study is made compulsory from the Infants' class upwards and is closely correlated throughout with Geography and the teaching of the Mother-tongue. The intention underlying this new departure is that from the very lowest standard children living in rural areas should be educated as it were through the medium of their environment, and also that the education imparted in the Infants and the first four standards should be a definite preparation for the work in the upper standards. The new curriculum also envisages the idea of making all rural Primary schools teaching up to standard VII agricultural bias schools. In other words the present agricultural bias schools should be the rule rather than the exception. The welfare and progress of these agricultural bias schools have been a matter for the earnest consideration of Government and the Department during the quinquennium. In 1934 a special officer was appointed whose task was to review the whole position as regards agricultural bias schools and to make necessary recommendations to Government for their improvement. The Special Officer visited agricultural bias schools in every district of the Province, and as a result of his enquiry, a report was issued. This report showed that these classes could be run on economic lines and that the pupils attending these classes could become, under the leadership of the agricultural bias teachers, useful members of the village community. As a result of the report, Government have agreed that the agricultural bias classes need no longer be considered as experimental and that they should be treated as normal institutions for rural communities. The increasing popularity of these institutions is shown by the fact that their number has risen from 72 in 1931–32 to 83 in 1936–37. The popularity and consequently the increase in number might have been even greater, if there had not been a tendency among certain members of the public to think that these agricultural bias schools set out to produce the " complete farmer ", whereas in reality all that they profess to do is to educate a boy through the medium of an agricultural environment. Again, necessary as it is to insist upon the agricultural side of these classes being run on economic lines, there is a danger of too much attention being paid to profits from the selling of produce at the expense of other activities.

Inspecting officers have been encouraging village schools and even those schools which only teach up to standard IV to pay more attention to nature-study and school-gardening and they have impressed upon the School Boards the particular necessity of this work in the lower standards of schools to which agricultural bias classes are attached. The excuse of many School Boards is that nature-study and school-gardening is an expensive item and that, therefore, very few schools can undertake such work. This, however, is only an excuse, for there

is no reason whatever why any money should be spent on this subject if the teacher concerned is really interested in the subject and is able to win the co-operation of villagers.

School Libraries.

109. Another feature of the revised curriculum is the importance attached to reading and the use of books. At present, except in the larger villages and in the towns, very few Primary schools have any library for the pupils. Admittedly Government's inability to meet its commitments in the matter of grants to Local Authorities has discouraged many School Boards from spending money on school libraries, since they see little prospect of receiving grant from Government on such expenditure. The importance of school libraries and of encouraging children to read for pleasure cannot be overstressed, and it is gratifying to find that a number of School Boards are realising this and are beginning to supply their Primary schools with books for supplementary reading. In some cases the School Boards have organised a system of circulating libraries; in the Surat District, for instance, the Sir Purshottamdas Thakurdas Bal Library scheme has been in existence since 1925. It maintains 250 school libraries containing nearly 35,000 books for the use of children learning in Local Board schools. The Ahmedabad District School Board and the East Khandesh School Board are among the other School Boards that have instituted circulating libraries for Primary schools.

Village Improvement.

110. In pursuance of Government's scheme for rural uplift and village improvement, which was formulated during the quinquennium, the Educational Department, through its Inspecting Officers, has paid particular attention to this subject. Special grants were placed at the disposal of the Collector of each District for financing rural uplift schemes, suggestions were invited from this Department as to utilization of such grants, and many Local Authorities opened night schools for adults, reading rooms and libraries.

The most valuable agent in the matter of rural uplift and village improvement must inevitably be the village teacher. In fact, there has been a tendency to put too great a burden on his shoulders in this respect. Inspecting officers, therefore, have been advised that the village teacher's chief task is to improve the village by the example of himself, his school and his school children. He is asked to pay particular attention to the question of hygiene and to see that his children, the school itself and its surroundings are kept in a clean and sanitary condition. Also where such work does not interfere with his duties as a day school teacher, he is asked to assist with the adult classes, if any, in the village, and also with the village library and reading room.

Perhaps, as far as education is concerned, the most striking result of the propaganda carried on for village improvement and rural uplift has been the increased interest of villagers in education. When parents see the advantage of literacy and of education, they are more likely to insist on their children attending school regularly. It will be seen from what has been said in the previous sections of this report with regard

to agricultural bias classes, the revised curriculum and nature-study that the Department is endeavouring by means of its Training colleges and its curricula to impress upon its teachers the value and the importance of improving the health both bodily and mental of village children: and this must be the chief contribution of the Education Department towards village uplift.

Shift system.

111. Lack of accommodation and the inability of certain Local Authorities to afford either to build or rent more buildings is responsible for the shift system, for it is inconvenient both for the teachers and for the taught, and the Department was at first very unwilling to sanction its introduction, since it tends to destroy the corporate spirit of the school, to extend the working hours of teachers and in some cases to give them double work. Its advantages are that it prevents overcrowding and also allows teachers to deal with a small number of pupils at a time. The Department was, therefore, compelled by force of circumstances to allow its introduction, when no other way of dealing with the lack of accommodation was found possible. In Bombay Municipality, where it is applied only to Infants' Classes, it is, however, reported that the standard of education in these classes does not appear to have been adversely affected.

Bombay Municipality.

112. Primary education in Bombay Municipality must be treated separately, as the system of paying grants to this Municipality is completely different from the system which applies to other Local Authorities in the Province. Moreover, in the Municipal area Primary education is under the control of a Committee of the General Body of the Municipality known as the Schools Committee and there is no School Board as constituted in other Local Authorities. There is a special Act governing Primary education in Bombay Municipality, and there are special statutory rules framed under that Act. Free and compulsory education has been introduced in F and G wards of the City only. These two wards comprise an area of 13·2 square miles and have a population of about three lakhs living in some 10,000 houses. They form that portion of the City in which poverty, backwardness and illiteracy are most prevalent, there being about 60 mills in this area and the population being mostly composed of mill-workers and their families.

The number of Primary schools in the Bombay City rose by 28 to 492 during the quinquennium. The number of pupils increased from 76,951 to 96,611, *i.e.* by 25·6 per cent. The total expenditure rose from Rs. 28,21,395 to Rs. 38,77,481, of which the expenditure of Rs. 7,73,167 was met from Government funds. The annual average cost per pupil decreased from Rs. 49-4-0 to Rs. 40-4-0 and the cost to Government per pupil from Rs. 13 to Rs. 8.

There were in all 2,049 ordinary teachers in Municipal primary schools during 1936-37. Of the 2,049 teachers, 1,198, or 58·5 per cent., were trained and 851, or 41·5 per cent., untrained. Of the 1,198 trained

teachers, 663, or 33·7 per cent., were 3rd and 2nd year trained teachers. The percentage of 3rd and 2nd year trained is high. In addition to these ordinary teachers, there were 139 special teachers working in the Bombay Municipal Primary schools.

Special attention is being paid to the Boy Scout and Girl Guide movements with a view to training pupils in the principles and practice of civic usefulness and service.

Instruction in vocational subjects has been introduced in some selected Central schools. These Central schools are in fact full Primary schools teaching the full Primary course. In these Central schools pupils are trained in vocational subjects such as Printing, Carpentry, Clock-repairing, Painting, etc. In Girls' schools Cutting and Sewing have been introduced. These Central schools which follow a special course with vocational bias are doing satisfactory work.

The first year training class for Marathi teachers was closed as a retrenchment measure during the quinquennium; this is no serious loss as there was no need for maintaining such a class specially for Municipal Marathi teachers, since these can obtain admission into Government Training institutions.

Medical inspection of children attending Municipal Primary schools is held by the Medical Inspecting Staff employed by the Municipality for the purpose. The medical staff give lectures on general hygiene, sanitation, etc. to children, parents or guardians, and teachers. The Dental Clinic was continued with the part-time Dental Surgeon attached to it. Six hundred boys and 488 girls were treated for dental defects and the total number of operations performed was 5,214.

Compulsory Physical Training has been introduced in all Municipal Primary schools and a course in physical exercises and games has been framed by the Schools Committee.

Examinations.

113. The Primary 4th standard examination is the minimum qualification for a pupil who wishes to join a Secondary school. It is desirable, therefore, to ensure, as far as possible, a uniform standard for this examination in all schools under the control of a Local Authority and with this object in view some Local Authorities have introduced the system of written annual examinations for the 4th standard to be held simultaneously in all schools, and proper arrangements for supervision, correction of answer papers are also made. There is much to be said for this practice inasmuch as it secures a certain degree of uniformity. It is, however, doubtful whether all Local Authorities have on their supervising and teaching staff enough people who are sufficiently qualified to do this work. There is, therefore, a danger of this examination becoming artificial with the result that the attainment standards aimed at and reached in standard IV will also become artificial. Moreover, it is extremely doubtful whether the institution of another external examination, and in this case for some children of only 9 or 10 years of age, is educationally sound. Admittedly the problem of selection of pupils for Secondary schools is a difficult one, but it may be suggested that the present low standard of education in the lower standards of

Primary schools is, to some extent, due to the teachers' eagerness to prepare their children for the standard IV examination, which, it may be noticed, only tests children in the 3 R's. It is probable that, given a Head Master of a Primary school who is a man of judgment and discretion, Secondary schools would receive better material from Primary schools, if they trusted more to the opinion of the Head Master than to the results of the present standard IV examination. It must, however, be most regretfully admitted that far too many Head Masters of Primary schools have neither the judgment nor the discretion to justify such confidence being placed in them.

The Primary School Leaving Certificate Examination, which terminates the primary school course and qualifies successful pupils for admission to the Primary Training institutions and to the lower grades of public service, including posts of Primary school teachers, is held by the Department in each district. The following table gives the details of the results of the Primary School Leaving Certificate Examination in the year 1936-37 :—

	Primary School Leaving Certificate Examination.					
	Regional Languages.			Urdu.		
	Number appeared.	Number passed.	Percentage.	Number appeared.	Number passed.	Percentage.
Bombay Division ..	3,717	1,612	43·4	186	100	53·8
Central Division ..	8,051	2,954	36·7	376	189	56·3
Northern Division ..	3,676	1,604	43·6	376	144	38·3
Southern Division ..	4,976	1,547	31·1	283	56	19·8
Total ..	20,420	7,717	37·8	1,221	489	40·0
Total for 1931-32 ..	16,366	6,829	41·7	1,076	368	34·2

It will be seen that, although there has been an increase in the total number of pupils appearing for the examination, there has been a percentage decrease in the number of successful candidates for the Primary School Leaving Certificate Examination, excluding the Urdu ; whereas in the case of Urdu Primary School Leaving Certificate Examination there has been both an increase in the number of pupils appearing

for the examination and a percentage increase in the number of passes. During recent years an attempt has been made in all Divisions to make this examination not only a test of knowledge but also of intelligence including power of expression in the mother-tongue. This may possibly account for the slightly disappointing results of the Primary School Leaving Certificate Examination during the quinquennium. When, however, not only pupils but also teachers realise that it is necessary to train the child's intelligence as well as his or her memory, it is probable that the results of the Primary School Leaving Certificate Examination will improve.

School Co-operative Credit Societies.

114. The number of School Co-operative Credit Societies at the end of the year 1936-37 was 620, as against 486 in the year 1931-32. The aims and objects of these societies are explained in paragraph 78 of Chapter VI.

Vernacular School Book Committees.

115. There are four Primary School Books Committees dealing with books in Marathi, Gujarati, Kanarese and Urdu. Each Committee consists of 10 members and is presided over by the Divisional Inspector; the Divisional Inspector of the Bombay Division is generally the President of the Urdu Committee. The function of these committees is to advise the President on the suitability of the books referred to them by him. The following table gives details of the work done by each of these committees in 1931-32 and 1936-37 respectively:—

	Number of books received including opening balance.		Number of books disposed of.					
			Sanctioned.		Rejected.		Balance.	
	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37
Urdu School Book Committee.	186	86	160	53	26	32	..	1
Marathi School Book Committee.	293	245	234	199	52	42	7	4
Gujarati School Book Committee.	231	461	110	349	80	85	41	27
Kanarese School Book Committee.	90	147	66	121	16	20	8	6
Total ..	800	939	570	722	174	179	56	38

It will be seen that the total number of books sanctioned by these four committees was greater during this quinquennium than during the last. It must be noted, however, that both the Marathi and the Urdu School Book Committees not only received but sanctioned fewer books during the quinquennium under review than during the quinquennium

ending 1931–32. With the increasing importance attached to the teaching of the mother-tongue and to the use of the mother-tongue as the medium of instruction, it is very necessary that there should be available for schools more sound and well written books in the mother-tongue. As it is, considerable dissatisfaction has been expressed at the Departmental Readers now in use. If, however, these readers are to be dispensed with, it must be possible to replace them with better books not only on language study but on other subjects such as History, Geography, Nature-study, Hygiene. A number of promising books of this sort have already been sanctioned, but there is still room for more, particularly of the kind which will be suitable for the senior classes of Secondary schools and as reference books for teachers.

School buildings.

116. The following table shows how many schools—District Local Board, Municipal and Aided—are housed in their own buildings and how many are housed in partially rented and rent free buildings :—

1		Number of Primary Schools on 31st March 1937.	Number of schools held in: Own buildings.	Buildings partly owned and partly rented.	Rented buildings.
		2	3	4	5
A—Primary Schools maintained by—					
*District Local Boards..	Boys ..	8,786	2,503	547	1,629
			28·5	6·2	18·5
	Girls ..	887	201	56	469
			22·7	6·3	52·9
† Local Authority Municipalities.	Boys ..	740	140	28	553
			18·9	3·8	74·7
	Girls ..	371	65	12	288
			17·5	3·3	77·6
B—Primary Schools aided by—					
*District Local Boards..	Boys ..	1,324	188	4	343
			14·2	0·3	25·9
	Girls ..	83	21	....	39
			25·3	....	47·0
† Local Authority Municipalities.	Boys ..	280	55	7	202
			19·6	2·5	72·2
	Girls ..	105	52	....	50
			49·5	....	47·6
Total (A and B) ..	Boys ..	11,130	2,886	586	2,727
			25·9	5·3	24·5
	Girls ..	1,446	339	68	846
			23·4	4·7	58·5

* Including non-Local Authority Municipalities.

† Including Cantonments.

1		Number of schools held in Rent-free buildings (i.e., temples, Chawdis, Dharmashalas, etc.). 6	Total (columns 3 to 6). 7	Remarks. 8
A—Primary Schools maintained by—				
*District Local Boards.	Boys ..	4,107	8,786	
		46·8	100·0	
	Girls ..	161	887	
		18·1	100·0	
† Local Authority Municipalities.	Boys ..	19	740	
		2·6	100·0	
	Girls ..	6	371	
		1·6	100·0	
B—Primary Schools aided by—				
*District Local Boards..	Boys ..	789	1,324	
		59·6	100·0	
	Girls ..	23	83	
		27·7	100·0	
† Local Authority Municipalities.	Boys ..	16	280	
		5·7	100·0	
	Girls ..	3	105	
		2·9	100·0	
Total (A & B) ...	Boys ..	4,931	11,130	
		44·3	100·0	
	Girls ..	193	1,446	
		13·4	100·0	

* Including non-Local Authority Municipalities.
† Including Cantonments.

It will be seen that the greatest proportion of Primary schools are housed in rent-free buildings, that is to say temples, *chavdis* and *Dharamshalas*. Such buildings are rarely satisfactory from the point of view of light, air and cleanliness, and the same remark applies, in many cases, to buildings which are rented or partly rented. Although too much importance can be attached to buildings, it is nevertheless true to say that organization, discipline, and teaching are very much more simple in a building which has been specially designed for school purposes than in one which has not.

Of the 31 Government Primary schools, the majority are housed in Government buildings and the buildings in which the others are housed are on the whole satisfactory. Sixty-one new buildings were completed during the last year of the quinquennium. Thirty-six existing buildings were extended, and at the end of the year 1936-37, 35 buildings were under construction. These figures compare very favourably with those for the year 1931–32. The increase in the number of new buildings is due largely to the improved financial position of Government which allowed for the payment of more and increased building grants. The Educational Inspectors report, however, that the condition of school houses in general is very far from satisfactory. In fact, it may be said that the accommodation and conditions prevailing in many schools are such as to have a definitely deleterious effect on the health of the children and are so dirty that it is almost impossible for teachers to inculcate habits of cleanliness and good health. The Northern Division is, however, particularly

fortunate in having three benefactors who have realised the pressing necessity for good school buildings.

Under the Sheth Mangaldas Girdhardas Cheap Building Fund Scheme for the Ahmedabad district, 9 school buildings in all at a total cost of Rs. 24,655 for 590 pupils were constructed during the quinquennium.

Under the will of the late R. B. Girdharlal Uttamram, a sum of money is set apart for the construction of school buildings in the Ahmedabad District Local Board area and from the scheme one new building for 150 pupils was built and 6 extensions for 230 pupils were carried out at a total cost of Rs. 13,821.

The Sir P. T. Village School Building Scheme for the Surat District has been a boon to the people of the district. The scheme has up to now provided 90 buildings at a cost of Rs. 4,56,427 and has materially helped both Government and the District Local Board, Surat.

Sir Purshottamdas has also promised to render assistance to the District Local Board, Panch Mahals, in the construction of school buildings and has set apart a sum of Rs. 10,000 to start with. Work of construction of school buildings on the lines adopted for the Surat District will soon commence and it is hoped that in course of time the Panch Mahals District Local Board schools will have a good number of satisfactory buildings.

Sir Purshottamdas has also started preliminary inquiries for the allotment of funds for construction of school buildings for the Broach District Local Board schools.

It is to be noted that according to the conditions of all these 3 schemes the villagers themselves must contribute a certain proportion of the expenses. These schemes could with advantage be imitated in other Divisions and districts of the Province, since it seems doubtful whether any appreciable progress in the matter of buildings can be expected from the efforts of Local Authorities owing to their lack of funds and to the lack of funds at the disposal of Government for building grants.

Compulsory education.

117. One of the main objects with which the Primary Education Act of 1923 was passed was to provide for compulsory education, up to the end of standard IV for children between the ages of 6 and 11. The hopes, however, entertained by those, who were responsible for framing and passing this Act, have not been fulfilled, and this has been largely due to the inability of Government to finance compulsory education according to the terms of the Primary Education Act. The present position is that 5 Local Authority Municipalities have introduced compulsion for boys and girls but two of these, viz. Bombay City and Poona City have only introduced compulsion in certain parts of the Municipal area. Four Local Authority Municipalities have introduced compulsion for boys only and in one of these Municipalities, viz. Sholapur, compulsion has only been introduced into three Wards. The District Local Board, West Khandesh, is the only Local Board which has introduced compulsion in any form. This Local Board has introduced compulsion in villages which have a population of 1,000 and over and also in non-Local Authority Municipalities.

The following table gives a number of details concerning the effect of the introduction of compulsion on the number of children attending schools in those areas in which it has been introduced :—

Name of Local Authority and area of compulsion.	Date on which compulsion was introduced.	Whether for boys or girls or for both.	Number of pupils on 31st March preceding the date of the introduction of compulsion.						
			Pupils of compulsory age in the Infant Class and in Standards I-IV in the area of compulsion.				Pupils of all ages in all classes of Local Authority and approved Primary schools in the area of compulsion.		
			In Local Authority schools.		In approved schools.				
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10
LOCAL AUTHORITY MUNICIPALITIES.									
Bombay Primary Education Act, 1918.									
1. Surat	1st January 1920.	Both ..	3,123	759	851	724	6,075	2,112	8,187
2. Bandra	14th June 1920	Both ..	678	241	243	152	1,194	494	1,688
3. Satara City ..	1st July 1921	Boys ..	880	..	384	..	1,490	..	1,490
4. Dhulia	1st March 1923	Both ..	1,031	327	99	20	1,912	481	2,393
City of Bombay Primary Education Act, 1920.									
5. Bombay City (F and G Wards).	2nd November 1925.	Both ..	4,148	1,898	Not available.	Not available.	8,551	3,701	12,252
Bombay Primary Education Act, 1923.									
6. Ahmednagar City ..	1st June 1927	Boys ..	1,527	..	376	..	3,291	..	3,291
7. Sholapur (in 3 wards)	1st November 1927.	Boys ..	1,723	..	282	..	2,040	..	2,040
8. Broach	1st September 1927.	Boys ..	1,704	..	251	..	2,756	..	2,756
9 Poona City (in 5 Peths).	1st December 1929.	Both ..	805	362	349	170	1,472	824	2,296
DISTRICT LOCAL BOARDS.									
Bombay Primary Education Act, 1923.									
10. District Local Board, West Khandesh. (In villages with a population of 1,000 and over and in non-Local Authority Municipalities).	1st June 1929	Boys ..	11,703	..	172	..	17,344	..	17,344

Name of Local Authority and area of compulsion.	Date on which compulsion was introduced.	Whether for boys or girls or for both.	Number of pupils on 31st March 1937.						
			Pupils of compulsory age in the Infant class and in Standards I-IV in the area of compulsion.				Pupils of all ages in all classes of Local Authority and approved Primary schools in the area of compulsion.		
			In Local Authority Schools.		In approved schools.				
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
1	2	3	11	12	13	14	15	16	17
LOCAL AUTHORITY MUNICIPALITIES.									
Bombay Primary Education Act, 1918.									
1. Surat	1st January 1920.	Both ..	6,206	5,294	641	314	11,231	6,627	17,858
2. Bandra	14th June 1920.	Both ..	1,459	911	475	329	2,804	1,536	4,340
3. Satara City ...	1st July 1921.	Boys ..	1,346	..	328	..	2,482	..	2,482
4. Dhulia	1st March 1923.	Both ..	2,201	1,694	135	76	4,056	2,551	6,607
City of Bombay Primary Education Act, 1920.									
5. Bombay City (F and G Wards).	2nd November 1925.	Both ..	12,248	7,525	1,251	907	19,910	12,005	31,915
Bombay Primary Education Act, 1923.									
6. Ahmednagar City ...	1st June 1927	Boys ..	2,385	..	264	..	4,161	..	4,161
7. Sholapur (in 3 Wards)	1st November 1927.	Boys ..	2,179	..	911	..	4,255	..	4,255
8 Broach	1st September 1927.	Boys ..	2,114	..	298	..	3,598	..	3,598
9. Poona City (in 5 Peths).	1st December 1929.	Both ..	1,025	801	563	310	2,131	1,655	3,786
DISTRICT LOCAL BOARDS.									
Bombay Primary Education Act, 1923.									
10. District Local Board, West Khandesh. (In villages with a population of 1,000 and over and in non-Local Authority Municipalities).	1st June 1929	Boys ..	12,947	..	94	..	22,112	..	22,112

These figures show very clearly that since the introduction of compulsion the number of children of compulsory age on the rolls of Primary schools in compulsory areas has increased very greatly. It is difficult, however, to say how far this is due to the introduction of compulsion and how far this is due to natural expansion, and, in this connection, it would be well to bear in mind similar figures for those areas where compulsion has not been introduced. Although accurate figures giving the increase in the number of children of compulsory age in those areas are not available, it is to be noted that the number of children studying in Infants' classes and standards I-IV of all Primary schools on the 31st of March, 1922 was 584,311, as compared with 931,418 which was the number studying on 31st of March, 1937. These figures will show, therefore, that when areas without compulsion are included, the increase in the number of children studying in these standards was 59·4 per cent. during the period, whereas the average percentage increase in the number of children of compulsory age studying in schools in compulsory areas is 56·6 per cent. It must, however, be noted (1) that these figures are exclusive of Bombay City, and (2) that some of the compulsory schemes have only been in existence for eight years. For a full understanding of the position it is necessary to bear in mind that the total number of children of compulsory school-going age in the areas under compulsion is 52,991 and thus it will be seen that even in compulsory areas the percentage of children enrolled to the children of school-going age is only 85·5. Furthermore, it has been found that the average attendance in Primary schools even in compulsory areas is not carefully marked, and, as the effectiveness of compulsion can only be gauged by comparing the average attendance with the number of children of school-going age, the Department has issued instructions to Local Authorities to pay special attention to the question of attendance, so that figures of average attendance, which are not carefully maintained, may, in future years, be available and help to gauge the effectiveness of compulsion. These are not very encouraging figures and reveal very clearly that compulsion is only compulsion on paper and not in practice. Very few Local Authorities are taking serious steps to enforce compulsion where it has been introduced. Although definite instructions as to the procedure to be followed in the matter of introducing compulsion have been laid down, only as recently as 1937, one Local Authority, which had nominally introduced compulsion in the year 1920, asked the Department for instructions as to how to enforce compulsion. This shows fairly plainly that for 17 years this Local Authority had taken no serious steps to enforce compulsion. In other Local Authorities until the latter part of the quinquennium no coercive measures beyond warning the parents were taken against the defaulting guardians or parents. The only conclusion that can be arrived at, therefore, is that the public as a whole, that is to say the parents, are not "educated upto" compulsion and that considerable propaganda is necessary before the public will co-operate willingly with the authorities in its enforcement. For this propaganda to be effective, however, it will be necessary to improve the general standard of education in the schools and, as mentioned in a previous paragraph of this Chapter, to convince parents of the value of sending their children to school.

Cantonment schools.

118. There are in all six Cantonments. The following table shows the number of Primary schools and pupils in them within the areas of these Cantonments :—

Name of the Cantonment.		Schools.			Pupils.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
Bombay Division.							
1. Deolali ..	Cantonment ..	2	1	3	283	162	445
	Unaided ..	1	..	1	20	1	21
Central Division.							
2. Poona ..	Cantonment ..	..	..	..	..	..	..
	Aided ..	12	5	17	1,422	979	2,401
3. Kirkee ..	Cantonment ..	..	..	..	..	..	..
	Aided ..	6	..	6	667	211	878
4. Ahmednagar.	Cantonment ..	2	2	4	563	193	756
	Aided ..	..	..	..	..	..	..
Northern Division.							
5. Ahmedabad.	Cantonment ..	1	..	1	74	29	103
	Aided ..	..	..	..	..	..	..
Southern Division.							
6. Belgaum.	Cantonment ..	1	..	1	296	121	417
	Aided ..	1	2	3	79	219	298

Name of the Cantonment.		Expenditure (Recurring).			
		Provincial revenues.	Cantonment funds.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.
Bombay Division.					
1. Deolali ..	Cantonment ..	940	5,290	398	6,628
	Unaided ..	....	....	900	900
Central Division.					
2. Poona ..	Cantonment ..	....	....	....	....
	Aided ..	6,211	12,835	28,379	47,425
3. Kirkee ..	Cantonment ..	....	....	....	....
	Aided ..	420	1,533	6,203	8,156
4. Ahmednagar.	Cantonment ..	3,555	5,755	1,117	10,427
	Aided ..	....	....	....	....
Northern Division.					
5. Ahmedabad.	Cantonment ..	320	1,205	....	1,525
	Aided ..	....	....	....	....
Southern Division.					
6. Belgaum.	Cantonment ..	1,507	3,098	1	4,606
	Aided ..	100	....	2,377	2,477

Three Cantonments—Deolali, Ahmednagar and Belgaum—continue t maintain their own schools besides paying grants-in-aid to school managed by private bodies within their limits. The other Cantonment either maintain their own schools or give a grant to aided schools. O

the whole, Cantonments are making adequate provision for the educational needs of their areas, and Cantonment Boards are, on the whole, paying careful attention to the running of their schools. Owing to lack of funds, however, they are not able to appoint Supervising Officers of their own and consequently Government Inspecting Officers, who are already overworked officially, have to do the work of supervising and inspecting these schools.

Working of the Primary Education Act.

119. The Primary Education Act of 1923 handed over the control of Primary education to Local Authorities, who exercise this control through their School Boards. This handing over of control involved also handing over to the Local Authorities the administration and supervision of all Primary schools in their districts, so that Government was left with only one Inspecting Officer in each district. In other words, departmental control in the form of general supervision has been for all intents and purposes surrendered, since Divisional Inspectors are unable to exercise any close supervision over Primary education on account of the fact that they have only one agent per district, have an enormous area to supervise and are themselves very largely employed in the supervision and inspection of Secondary schools and Training colleges. Nevertheless, Government continue to carry the larger part of the burden of the expense on Primary education. This in effect means that Government is handing over to Local Authorities large sums of money, over the spending of which it has no real control, except through the Local Audit Department, whose control is exercised by means of a check which must, of necessity, be largely a rule of thumb check. Both the Annual Reports on Primary education in the various districts sent to this office by the Divisional Inspectors and their Annual Report on the Primary education of Divisions during the last 4 or 5 years point to the fact that the substitution of Local Authority control for Departmental control has led to a deterioration in the standard of education given in Primary schools.

Since education and the supervision thereof is influenced, for good or evil, by the personality and efficiency of teachers and supervisors more than by any other fact, the appointment of supervisors and teachers is consequently one of the most important responsibilities of any controlling authority. Under the Primary Education Rules, framed under the Primary Education Act, the power to appoint the Administrative Officer, who is also the chief supervisor, rests with the Local Authority, while the School Board has the power to appoint supervisors and head teachers. The appointment of assistant teachers according to the rules should rest with the Administrative Officer, but under many Local Authorities the School Boards have also usurped this function. Thus it will be seen that the fate of Primary education rests in the hands of the members of the School Board. If these members are honestly desirous of furthering the interests of education and are prepared to take expert advice and in making their appointments choose the best men available, all is well. It must, however, be stated that

very few School Board members are able to bring to the conduct of School Board affairs a mind unbiased and unprejudiced by local politics, communal considerations or even personal considerations. The result is that the appointments of supervisors and teachers and the transfers of teachers are in many cases made on communal, party, or personal grounds, and it is only the strongest minded teacher or supervisor who is able to do his duty without fear or favour. In short, the first great defect in the working of the Primary Education Act is the inefficiency of the administration of the District School Boards. The second great defect rests in the possibility of friction between the Local Authority and the School Board. Party and communal politics exercise a great influence in both bodies, and, although there are many cases of close and cordial co-operation between these two bodies, there are also many cases where the unwarranted interference of the Local Authority in the School Board administration has disorganized educational administration in the district. If, therefore, the present educational system is to continue, there is an urgent need for the clear definition of the respective powers of the Local Authority and the School Board.

Government control and Inspection.

120. As mentioned above, owing to the transfer of nearly all Government Inspecting staff to the School Board, Government control, exercised through the inspection, has necessarily been weakened, with very serious effects on the standard of education. Even leaving aside the superior qualifications of the average Government officer, since this may be a moot point, a Government officer is not exposed to the same local influences as are the employees of School Boards. Government officers are in a better position to be able to treat every question on its own merits. It would seem, therefore, very necessary, if pure and efficient administration is to be introduced into the management of Primary schools, that the present Government inspecting staff should be strengthened at the expense of School Board supervisors even to the extent of abolishing School Board inspection and supervision altogether. For only through an efficient and unbiased Government Inspectorate, can Government be certain that the enormous expenditure on Primary education to which Government itself contribute so large a share is being properly utilised.

CHAPTER VIII.

Training of Teachers.

I. Training of Secondary School Teachers.

121. The Secondary Training College, Bombay, is the only Government institution which trains teachers for Secondary schools. An account of this institution is given in Chapter V.

During the quinquennium there was also opened in Kolhapur a Secondary Training College with accommodation for 100 students, most of whom on securing their B.T. degree join Secondary schools in this Province.

II. Training of Primary School Teachers.

122. The total number of Training institutions for men and women remained stationary during the quinquennium, viz. 11 for men and 15 for women. One institution for men closed during the period under report, viz., the Training Class opened by the Bombay Municipality, while the Silver Jubilee Rural Training School for Men, Satara, opened by the Rayat Shikshana Sanstha, was recognised during the period.

The following table shows the number of Training institutions for men and women at the end of the quinquennium by Divisions :—

Division.	Training Institutions for				Total.
	Men.		Women.		
	Government.	Non-Government.	Government.	Non-Government.	
Bombay Division ..	1	..	..	3	4
Central Division ..	4	2	2	6	14
Northern Division ..	2	1	1	2	6
Southern Division ..	1	..	1	..	2
Total ..	8	3	4	11	26

The number of pupils in these Training institutions on the 31st of March, 1937, belonged to various communities as under :—

——	Indian Christians.	Hindus.			Muhammadans.	Parsis.	Others.	Total.
		Advanced.	Intermediate.	Backward.				
Men ..	60	199	401	105	127	..	9	901
Women ..	219	296	148	24	89	18	19	813
Total ..	279	495	549	129	216	18	28	1,714

Further details such as the number of students, expenditure of each institution, etc., are given in the Supplement to this Report.

Government's policy and output of Trained Teachers.

123. As stated in the last Quinquennial Report, the general policy of Government in regard to the training of Primary teachers has been for Government to maintain their own institutions. If an institution under private management is efficient and meets a want, Government award a grant at one-half of the admitted expenditure, subject to a limit of Rs. 120 per student in average attendance. The examinations for the award of Training College Certificates are generally conducted by the Department.

About 1919, a scheme came into operation by which in every District a Training Institution was opened, and by 1922, it was found that the percentage of trained teachers, particularly the 2nd and 3rd year trained teachers, was so high in some districts that the expenditure on salaries made further expansion of Primary education almost prohibitive. Owing to the revision of the pay of Primary teachers which led to a heavy demand on the limited resources of the Local Authorities and Government, Government decided to impose a certain amount of restriction on the training of teachers to keep the cost of Primary education within reasonable limits. A number of Training institutions were, therefore, closed, classes were curtailed, and from 1923 onwards the output of trained teachers was limited.

Experience has, however, shown that the enormous wastage that takes place is in no small measure due to the teaching being in the hands of untrained teachers. Apart from the lack of any professional training, these teachers are called upon to manage a class of 30 to 40 pupils spread over 4 standards, and it is impossible to expect any efficient teaching from such teachers, if untrained. Also, it has been found that, even

in the case of trained teachers, the two year course of training was not sufficient to produce teachers fit to take charge of boys' schools as Head Masters. The major portion of the time in Training institutions during the first year has of necessity to be spent in educating the students under training, teaching them how to learn, how to read, how to express themselves, and in imparting information to them which they should have imbibed at school. Very little time, therefore, remains to give the teachers either a practical or theoretical knowledge of teaching. The immediate need, therefore, was the supply of more and better trained teachers. In order, therefore, to raise the standard of teaching in Primary schools, Government, during the year 1934–35, examined the possibility of (1) increasing the annual output of trained teachers without increasing the cost of Primary education, and (2) of re-organising the Training College courses on a three year basis. Eventually it was decided to restore partially the classes which had been previously abolished. Accordingly, with effect from the academic year 1935–36, the Third year classes (which were abolished in 1923) were restored in the major Training institutions for men, and also additional First and Second year classes were opened in the several Primary Training institutions. The scheme sanctioned aims at raising the efficiency of Primary schools by securing, so far as possible, a larger annual supply of teachers with higher training qualifications. The full training course for men is now a three years' instead of a two years' course. In the case of women teachers the present course is already one of three years—a two-year course for the first year certificate, and a one-year course for the second year certificate. The question of opening a third year class for women depends on the revision of the Primary School Leaving Certificate Examination course for girls so as to bring it to the level of the Primary School Leaving Certificate Examination course for boys.

Government, owing to lack of funds, have had to limit the amount of grant to Local Authorities. Each Local Authority is allowed a certain number of teachers whose salaries are admissible for grant, i.e., a sanctioned strength. Thus Government have to see that the number of trained teachers employed by Local Authorities does not increase too rapidly, since the cost of trained teachers is higher than the cost of untrained teachers, and an increase in the number of trained teachers involves automatically an increase in grant. Each Local Authority is, therefore, given every year a certain number of places in the Government Training Colleges, subject to the accommodation available in them. The number allotted to each Local Authority is calculated on the basis of the number of trained teachers (1st, 2nd and 3rd year) already in the service of the Local Authority, making due allowance for normal wastage. In practice, this means that more places are allotted to those Local Authorities whose percentage of trained teachers is low. Thus, a normal increase in the number of trained teachers in the service of each Local Authority is achieved, and the increase in Government's liability in the matter of grant is regulated and gradual.

It must be admitted, however, that the policy of restricting the output of trained teachers is fundamentally unsound and opposed to the

best interests of education. The need for increasing the number of trained teachers is self-evident. Government, therefore, propose to consider the policy of expanding further the facilities for the training of Primary teachers and of increasing the number of trained teachers to 80 per cent. (50 per cent. first year, 20 per cent. second year, and 10 per cent. third year) as soon as the financial position improves, and some decision is arrived at on the scales of pay of teachers appointed after 1st April, 1935.

The following table shows the output of the various Training institutions for men and women in 1936–37 :—

	3rd year.		2nd year.		1st year.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Government (non-Urdu and Urdu.).								
Bombay Division ..	15	..	31	12	116	9	162	21
Central Division ..	27	..	79	17	196	30	302	47
Northern Division ..	10	..	21	15	101	17	132	32
Southern Division ..	12	..	29	11	71	25	112	36
Total ..	64	..	160	55	484	81	708	136
Non-Government (non-Urdu and Urdu.)								
Bombay Division ..	..	..	..	28	..	27	..	55
Central Division ..	24	..	11	26	50	58	85	84
Northern Division ..	..	..	..	13	11	17	11	30
Southern Division ..	..	..	..	..	..	..	..	..
Total ..	24	..	11	67	61	102	96	169
Grand Total ..	88	..	171	122	545	183	804	305

124. The expenditure on Primary Training institutions increased during the quinquennium from Rs. 3,85,961 to Rs. 4,58,560. The following table compares the expenditure on Training Institutions in 1931-32 and 1936-37 :—

Expenditure.

	1931–32.				
	Provincial funds.	Board funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
Men	1,79,996	4,541	310	17,760	2,02,607
Women	1,17,775	15,057	4,338	46,184	1,83,354
Total ..	2,97,771	19,598	4,648	63,944	3,85,961

	1936–37.				
	Provincial funds.	Board funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
Men	2,05,172	6,817	6,740	11,489	2,30,218
Women	1,56,631	16,150	8,802	46,749	2,28,342
Total ..	3,61,803	22,967	15,542	58,238	4,58,560

125. Of the 26 Training institutions, 12 are maintained by Government. Of these, 8 with 790 students are for men, and 4 with 268 students are for women. The average annual cost of educating a student in a Government institution for men and the cost to Government were Rs. 266-11-0 and Rs. 251-9-0, as against Rs. 345–13–0 and Rs. 330–6–0 respectively 5 years ago. The corresponding figures in the case of a Government institution for women were Rs. 535-4-0 and Rs. 504–15–0, as against Rs. 568-4-0 and Rs. 545-9-0 respectively in 1931–32.

Government Institutions.

The need for training Primary teachers in rural surroundings and under rural conditions so that their teaching may be in true sympathy with the conditions of village life is universally recognised. A beginning was made

in this direction by the opening of a Rural Training School at Narayangaon in the Poona District in the year 1929. The school was subsequently transferred to Loni in the same district in the year 1932, and housed in the buildings of the Agricultural school, made available to this Department by the closure of the Agricultural school which had been maintained by the Agricultural Department. In addition to the buildings, a plot of 5 acres of land was also transferred to this Department for the use of the Rural Training School for teaching the subject of Agriculture. The school now admits 40 students every year drawn from the Intermediate and Backward classes, and preference is given to those who have passed the Primary School Leaving Certificate examination with Agricultural bias. At present it only teaches the First year course, which is similar to the one prescribed for ordinary Training institutions, except for modifications in the syllabus for Marathi, Mathematics and Geography, and extra subjects such as Indian Accounts, Agriculture, Smithy, Carpentry, are added.

The educational and intellectual calibre of many of the students admitted to this institution is not, however, very satisfactory. The number of Agricultural Bias classes is small and it is difficult to find candidates with the double qualification of a Agricultural Bias Primary School Leaving Certificate and membership of a Backward Class and Intermediate Class community. The course is not a difficult one. In fact the standard of passing the examination ought to be raised, but, until more students of ability can be admitted, this step cannot be taken.

The question of expanding this school and providing further facilities for the training of Primary teachers under rural conditions will require consideration in the near future as soon as the financial condition of Government improves.

The Urdu Training School for Women, Poona (now designated as a College), was further developed by the addition of one more class for the Second Year candidates. The Lady Superintendent of this College is now a Bombay Educational Service Class II Officer. The institution has thus been brought completely into line with other Training institutions for women. The sanctioned strength of the institution is now 75 students.

Till the end of the academic year 1935–36, no fees were charged to residents of other provinces and Indian States who were admitted to Government Primary Training institutions for men and women. This practice was of a long standing. Government, however, considered that there was no reason why the tax-payers of the Bombay Province should be required to pay for the training of such persons who, after having been trained, would go elsewhere and whose services would not, therefore, be available for the benefit of pupils in this Province. Government decided, therefore, that, with effect from the academic year 1936–37, fees should be charged at the rate of Rs. 250 per year in the case of Primary Training institutions for men and at the rate of Rs. 410 per year in the case of Primary Training institutions for women, for every person admitted to any of these institutions from other provinces in British India and Indian States.

126. Of the 14 non-Government institutions, 3 with 111 students are for men, and 11 with 545 students are for women. The 3 Training institutions for men are (1) the Union Training College at Ahmednagar maintained by a combination of Mission bodies, (2) the Silver Jubilee Rural Training School at Satara opened by the Rayat Shikshan Sanstha, and (3) the Vocational Training School at Ankleshwar in the Broach district maintained by the Church of the Brethren Mission. The Union Training College, Ahmednagar, follows the full three year course prescribed by the Department and sends up students for the Departmental certificate examinations. In addition to the prescribed course, special attention is paid to rural reconstruction work. The Silver Jubilee Rural Training School at Satara follows the Government Rural Training School course as revised, and also takes the certificate examination of that school. The school at Ankleshwar teaches Agriculture, Carpentry, etc., with a rural bias, in addition to the course taught in Government Training institutions, and its certificate examination is conducted by the Department.

Non-Government Institutions.

Of the 11 non-Government Training institutions for women, 6 are conducted by missionary bodies, 3 by other private bodies like the Seva Sadan, Vanita Vishram, etc., one is maintained by the Bombay Municipality for the training of Muslim women teachers, while one is conducted by the Hindu Widows' Home Association at Hingne near Poona.

All the non-Government Training institutions for women, with the exception of the Mary B. Harding Kindergarten Training School, Sholapur, and the Training College for Women at Hingne, follow the revised courses introduced by the Department and send up candidates for the Departmental certificate examinations.

At the Sholapur Kindergarten school, a course specially designed for the training of teachers for Infant work is followed, and an examination Board, with Government officers to the extent of half the number of members on the Board, is appointed to examine the students. The certificates are granted by the institution, and the senior certificates have been recognised as equivalent to the Departmental first year Training College certificates. A syllabus in "Child study for Kindergarten Training Schools" has been published in English as a Departmental pamphlet, and arrangements have also been made to publish it in the Regional Languages. With the provision of additional facilities for the training of Primary teachers as soon as the financial position improves, it will be necessary to open more institutions of this type to supply the long felt need of specialist Infant teachers for Primary schools.

The Training College for Women, Hingne, follows a full course of three years based mainly on the course followed in Government Training institutions. The students are not sent up for the Departmental certificate examinations. The Board of Examiners, one member of which is a Government nominee, hold the examinations, and issue their own certificates to the successful candidates. These certificates are, however, recognised and treated as equivalent to those issued by the Department.

Of the 14 non-Government institutions, 13 (3 for men and 10 for women) are aided by Government. In 1936–37 grants amounting to Rs. 37,190 were paid to these institutions. The cost per pupil in an aided institution for men in 1936–37 was Rs. 158–14–0 of which Government's share was Rs. 48–12–0. The corresponding figures in 1931–32 were Rs. 233 and Rs. 65 respectively. The cost per pupil in aided institutions for women was Rs. 166–7–0 against Rs. 176–2–0 five years ago, the cost to Government being Rs. 55–8–0 in 1936–37 and Rs. 58–12–0 in 1931–32.

Selection of teachers.

127. The Primary School Leaving Certificate Examination qualifies candidates for admission to the Training institutions, both in the case of men and women. Matriculates are also held eligible for admission to the First year class of a Training institution for men, while women matriculates are admitted direct to the Second year class of a Training institution for women under certain conditions. Also, girls who have passed Secondary standards V and VI are admitted to the Junior and Senior First Year classes respectively of a Training institution for women on certain conditions.

The selection of candidates for admission to Government Training institutions is made by the Educational Inspector on the recommendations made by the School Boards of the Local Authorities, or by private bodies. Many of these recommendations, it is observed, are not based on merit with the result that poor material is thrust upon these Training institutions. Efforts were, therefore, made to impress on the School Boards the need of recommending a better type of candidate, and, as a result, there has been a slight improvement in the calibre of the candidates recommended by the School Boards.

It is a welcome sign that the number of matriculates recommended for admission to Training institution is increasing. Candidates of this type and those who have passed high in the Primary School Leaving Certificate examination appear to benefit to a greater extent from training than those with poorer qualifications.

The following percentages have been prescribed by Government for the selection of candidates of different classes for admission to the Government Training institutions for men :—

—	Bombay, Central and Southern Divisions.	Northern Division.
	Per cent.	Per cent.
(1) Advanced classes	25	} 85
(2) Intermediate castes including Muhammadans and Indian Christians	60	
(3) Backward castes (including scheduled classes)	15	15
Total ..	100	100

These percentages are adhered to while selecting candidates for admission, and, in the case of Backward class candidates, preference is generally given to the Scheduled class candidates as far as possible.

No fixed percentages (for different classes) have been laid down in the case of admission to Government Training institutions for women. Preference is, however, given, as far as possible, to women belonging to the Intermediate and Backward classes.

In the case of the Urdu Training College for Women, Poona, it is reported that it is somewhat difficult to get suitable material for training. The paucity of Muhammadan women teachers for training will continue so long as the number of girls taking higher Primary education remains low. However, there are signs of improvement in this direction, and it is hoped that, in course of time, a sufficient number will be forthcoming to allow proper selection.

Stipends.

128. Government pay stipends to the students deputed by the District School Boards. Local Authority Municipalities provide their own stipends to the teachers deputed by them and the expenditure incurred is admitted for Government grant. The value of stipends in the case of Training institutions for men and women is Rs. 10 and Rs. 15 per mensem respectively. A stipendiary student is required to serve for a period at least equal to the period for which he or she has received a stipend. Failure to comply with this condition entails a refund of the stipend amount proportionate to the period of default.

Hostels.

129. Every Government Training institution has a hostel attached to it, and students are required to reside in it, special permission being necessary to reside outside. The messing arrangements are made by the students supervised by a Hostel Superintendent who is a member of the staff. The discipline and tone of these hostels is reported by Educational Inspectors and Principals to be good.

Courses.

130. With the opening of the third year classes in Training institutions for men from June, 1935, it became necessary to recast the whole course of studies for these institutions, and the whole syllabus was, therefore, revised and brought up-to-date. The opportunity was also taken to revise the course of studies for women on the lines of the course for men. This course endeavours to give students better training in psychology and method of teaching and treatment of subject. Its aim is cultural as well as professional. It stresses the practical aspect of every subject in the school curriculum. At first sight the revised course was considered to be too long and stiff, but actual working-experience of it proved this to be an erroneous view. It is still, however, in an experimental stage and may have to be modified in the light of further experience gained.

The Lady Superintendent, Training College for Women, Poona, remarks—

"The new syllabus is a great improvement on the old syllabus and two years' experience has shown that, with slight modifications, it ought to work well in Training Colleges. The teachers found it difficult at first to work the new syllabus especially for want of the necessary reference books, but they managed very well."

The Principal, Training College, Dhulia, remarks—

"The present syllabus is simple, more practical and more definite than the old syllabus. It discourages cramming and demands intelligent work from the students."

All the subjects taught in the Training institutions for men and women are compulsory. They include Theory and Practice of Education (including Modern Developments for Third year men and Second year women), Regional Language (including Persian for Urdu candidates), Mathematics (including Native and Household accounts and Geometry), History, Geography, Science (including general Science and Zoology, Botany, Hygienic Physiology and Chemistry for men, and Physiology and Hygiene, Biology, and Domestic Science for Women), Drawing, Gardening, Handwork (which includes handicrafts such as carpentry, weaving, wire-knitting, paper-folding, tinning, cane-work, fret-work, etc.), Needlework (for women), and Physical Training.

As one of the most important parts of the work in a Training institution is the practical work of teaching in class, special attention is paid to this subject and efforts are made by each Training institution to see that every student gives as many lessons under supervision as possible and receives training in managing efficiently two or more classes simultaneously. The majority of students turned out of these Training institutions have to work in one-teacher schools. In order, therefore, to enable them to teach more than one class at a time, model lessons showing how the work of two or more classes can be managed efficiently are given. The students are then asked to teach at least two classes simultaneously under supervision.

Students are also trained to make their own teaching apparatus from materials easily and cheaply procurable in rural areas. Most of the teaching in the Training institutions is correlated with village problems as the majority of teachers that are under training are intended for village schools. Every endeavour is also made to widen the student-teachers' outlook and to enlarge their experience by means of other educational activities such as monthly lectures, Educational conferences, Visual instruction, Excursions, Debating clubs, etc.

Special features.

131. (*a*) The Silver Jubilee of the Rule of His Majesty the King Emperor George V was celebrated in the year 1935 in all the Training institutions.

(*b*) Two courses for Administrative Officers and supervisors of District School Boards and Local Authority Municipalities in the Marathi speaking districts were conducted by the Principal, Training College for Men,

Poona, when several administrative questions and teaching devices were discussed, and demonstrations in teaching methods in the College were given.

(*c*) In order to secure full co-operation and confidence of parents, an Association of parents and teachers in the Training College, Dhulia, has been formed, and meetings are held every year. The students of the College watch these meetings and learn how best the co-operation of parents can be secured by the teachers.

(*d*) A special Drill class for teachers was conducted at the Training College for Women, Poona, in December, 1934, by Miss K. Nanavatty. This class was attended by teachers from the various local schools and Training Colleges. These teachers received both practical and theoretical instruction. The Lady Superintendent of the College reports that the class was badly needed and that Miss Nanavatty's lessons were very helpful.

(*e*) In order to foster independent study and to train the students in public speaking, a Debating Society called the "Vanita Samaj" has been started at the Training College for Women, Poona.

(*f*) The Practising schools attached to the Training institutions are efficiently conducted on modern lines. The Infants class in the Practising school attached to the Training College for Men, Poona, has been placed in charge of women teachers with satisfactory results.

(*g*) In the Training College, Dhulia, a class for 10 to 15 illiterate adults is conducted at night from July to March every year. The class is taught by the students of the College by turns under the supervision of the Principal. It has proved to be a success.

(*h*) There are Advisory Committees appointed for the conduct of the Women's Training College certificate examinations in Marathi and Gujarati. These Committees bring together the Heads of all Training institutions for women, and allow them to discuss their problems not only among themselves, but also with the Inspectorate. Thus, valuable suggestions are obtained from the observation of training institutions other than their own, and it is possible to decide upon a course of common action after personal discussion.

(*i*) A series of lectures on village uplift work was arranged at the Training School, Dharwar. These lectures were delivered by experts from the Agricultural, Educational, and Engineering Departments, and proved very useful to the students both in their village and school work.

(*j*) Refresher courses for Primary teachers were held by the Training College for Men, Poona, Training College for Women, Poona, and other Training Colleges during the quinquennium.

CHAPTER IX.

Professional Schools and Classes.

132. This Chapter deals with institutions of a specialised nature which impart instruction in technical and allied subjects other than (1) the various Professional colleges affiliated to the University, and (2) the Normal and Training schools an account of which is given in Chapters V and VIII respectively of this Report. The standards of instruction and admission to these institutions vary according to the nature and duration of the courses. Some of these institutions are under the control of other departments. The statistical summary of these institutions is given below :—

	1936-37.		1931-32.	
	Number of Institutions.	Number of pupils.	Number of Institutions.	Number of of pupils.
Art Schools ..	3	692	3	743
Medical Schools ..	3	850	2	487
Engineering Schools ..	1	252	1	269
Technical and Industrial Schools.	59	3,620	39	2,682
Commercial Schools ..	29	1,842	26	1,514
Agricultural Schools ..	3	77	3	86
Other Schools	52	2,283	52	1,825

" Other Schools " mostly comprise Maktabs and Sanskrit Pathashalas, an account of which is given in Chapter X, and Music schools.

A—Commercial Institutions.

133. In addition to the Sydenham College of Commerce and Economics, Bombay, and the Hargovandas Lakhmichand College of Commerce, Ahmedabad, an account of which is given in Chapter V, there were 29 commercial schools and classes as against 26 at the end of the last quinquennium. The number of pupils increased from 1,514 to 1,842 during the quinquennium. These institutions provide for instruction in shorthand and typewriting, book-keeping and accountancy, commercial law, and various other commercial subjects and cater for students appearing for the examinations held by the London Chamber of Commerce or for the Government Commercial Diploma and Certificate Examinations and also for those who desire to improve their prospects by additional training in commercial subjects.

In connection with the London Chamber of Commerce Examinations the Inspector of Commercial Schools report—

"From January, 1933, a change in the nomenclature of the London "Chamber of Commerce Examinations has been made. According "to this change, the Senior Certificate Examination is known as "Higher Certificate Examination and the Junior Certificate as "Certificate Examination.

"For the Higher Certificate Examinations held in 1936 there were "in all 690 entries as against 706 in 1935. The percentage of passes "rose from 32·2 to 36·4. As usual there was a large number of "entries for the subject of 'Book-keeping and Accountancy'. Out "of the total entries of 690, as many as 274 entries were in this subject. "The other subjects which attracted a fairly large number of "candidates are 'Commercial Law', 'Commerce and Finance', "'Banking and Currency' and 'Company Law'.

"At the Certificate Examination of 1936, the total number "of entries was 241, against 215 for the examination of 1935. At this "examination also a large number of candidates appeared in 'Book-"keeping', 'Typewriting' and 'Shorthand'."

In 1932, the rules for the Government Commercial Diploma and Certificate Examinations (formerly known as "Government Commercial and Clerical Certificate Examination") were revised. Under the new rules two examinations were instituted—(*i*) the Government Commercial Diploma examination and (*ii*) the Government Commercial Certificate examination. These examinations are now attracting more candidates as will be seen from the following figures :—

Year.	Number of candidates.	
	Government Commercial Diploma Examination.	Government Commercial Certificate Examination.
1931-32	40	1
1932-33	33	29
1933-34	49	46
1934-35	90	71
1935-36	101	103

In April, 1937, there were 109 and 152 candidates for the Diploma and Certificate Examinations respectively. These examinations have now become not only self-supporting but they also contribute a small revenue to Government by way of examination fees.

In the years 1933 and 1934 the examinations were held at Aden in addition to the usual centres, viz. Bombay and Karachi. From 1935 Poona has been made an additional centre for these examinations.

The speed for passing the examination in Typewriting has been raised from 20 to 30 since the examinations held in 1936, as a result of which the Government Commercial Diploma (with Typewriting as an optional subject) and the Government Commercial Certificate in Typewriting have been recognised by the Federal Public Service Commission as proof of proficiency in typewriting for the purpose of the ministerial service Examination for entry into service of the Government of India. The Government Commercial Diploma Examination has been added to the list of qualifying examinations recognised for entering upon the course prescribed for the First Examination held under the Auditor's Certificates Rules, 1932. The Indian Institute of Bankers has also recognised this examination as a qualifying examination for admission to their examinations.

Both the Government Commercial classes at Bombay and at Broach were placed on a permanent footing from 1st April, 1936.

In the Government Commercial classes attached to the Elphinstone High School, Bombay, there are both Day and Evening classes. The average number of pupils on the roll increased from 45 in 1931–32 to 63 in 1936–37. The total fee receipts were Rs. 4,741 in 1936–37, as against Rs. 3,792 in 1931–32. The total expenditure on the classes in 1936–37 was Rs. 5,147 (including a special non-recurring grant of Rs. 300 for the Library), of which Rs. 4,741 was met from fees and the remaining Rs. 406 was borne by Government.

In the J. D. Vakil Commercial School, Broach, the average number of pupils increased from 27 in 1931–32 to 58 in 1936–37. There was also a considerable increase in the total number of admissions which was 104, as against 48 at the end of the last quinquennium. The total fee receipts in 1936–37 were Rs. 1,833, as against Rs. 812 in 1931–32. The total expenditure of the school in 1936–37 was Rs. 2,930 which was met entirely from the fee receipts and a part of the income from endowments.

Accountancy Diploma Board.

134. The Accountancy Diploma Board was constituted by Government at the suggestion of the Government of India in 1915. But the first examination for the Government Diploma in Accountancy was not held until 1918. The number of candidates registered for the Government Diploma in Accountancy Examination during the years 1932 to 1934 is shown below :—

Year.	Number registered.	Number successful.
1932	648	208
1933	965	189
1934	1,231	410

The Government Diploma in Co-operative Accountancy was instituted in February, 1921. The number of candidates registered for the examination during the quinquennium is as given below :—

Year.	Number registered.	Number successful.
1932	38	9
1933	39	9
1934	38	12

For some years past the question of forming an Indian Accountancy Board for the purpose of advising the Governor General in Council regarding granting of Auditor's certificates and assisting him in maintaining a high standard of qualifications and conduct of persons enrolled on the Register of Accountants was under the consideration of the Government of India. In 1925, a scheme for the establishment of such a Board was drawn up and circulated for opinion. After much careful consideration of the replies received and consultation with commercial and professional bodies, the Government of India framed rules called the Auditor's Certificates Rules, 1932, which came into force from 1st April, 1932. These rules provide for the maintenance of a Register of Accountants, the examinations to be passed and the theoretical and practical training to be undergone by persons wishing to be enrolled on the Register, and for the constitution of an All-India Board called the Indian Accountancy Board. Under these rules the Government of India and not the local Governments are the statutory authority for the grant of certificates to persons entitling them to act as auditors of Public companies in India.

With the coming into operation of the Auditor's Certificates Rules, 1932, under which the Government of India maintain a list of Approved Accountants, i.e. accountants permitted to give practical training to persons desirous of qualifying themselves as public accountants, it was considered unnecessary and undesirable that accountants not so authorised by the Government of India should continue to be permitted to train apprentices for the Government Diploma in Accountancy. Accordingly, the registration of apprentices by the Accountancy Diploma Board was stopped from 1st April, 1933. The Accountancy Diploma Board contiaued to function till 31st July, 1936, for the purposes of recommending the award of the Government Diploma in Accountancy under the Government Diploma in Accountancy Regulations.

B.—Engineering Classes.

Diploma classes attached to the College of Engineering, Poona.

135. The Diploma classes maintained at the College of Engineering, Poona, provide instruction in (1) Civil and (2) Mechanical and Electrical Engineering for training overseers, foremen, chargemen, and electrical apprentices.

The total number of students admitted annually to the Diploma classes is 80. Formerly 40 students were admitted to the Civil and 40 to the Mechanical and Electrical courses. In response to an expressed demand the annual admissions are now not less than 20 to the Civil course and not more than 60 to the Mechanical and Electrical courses. The tuition fees were raised in 1933, from Rs. 30 to Rs. 50 per term for *bona fide* students of the Bombay Province and from Rs. 50 to Rs. 75 for students from outside the Bombay Province.

The combined Diploma course in Mechanical and Electrical Engineering introduced in 1931 is still very popular. The total number of students in the Diploma classes was 252 in 1936–37, as against 269 in 1931–32.

The results of the annual Diploma Examinations of 1936–37 (held in April, 1936) were as under :—

Examination.	Number appeared.	Number passed.	Percentage of passes.
Diploma in Civil Engineering ..	33	31	94
Diploma in Mechanical and Electrical Engineering.	32	31	97

The total expenditure on the Diploma classes was Rs. 50,016 in 1936–37.

The usual instructional tours were conducted every year during the quinquennium. In 1936–37 the 3rd year D. C. E. students visited important Engineering works at Bombay, Surat, Broach, Baroda, Ahmedabad, Godhra, and Indore. The 3rd year D. M. and E. E. students visited important mechanical workshops in Bombay and surrounding places. The 4th year D. M. and E. E. students went to Bombay, Baroda, Ahmedabad, Dohad, Ratlam, Indore, Khandwa, etc., and visited various local works of importance.

Many students contributed models of their own making to the Poona Industrial Exhibition on three occasions and each year secured a number of awards.

Mr. W. J. Ingham, M.B.E., Superintendent of the College Workshop for several years retired in November, 1934, Mr. A. V. H. Pearce, Lecturer in Engineering Drawing, succeeded Mr. Ingham, and Mr. M. G. Dixit succeeded Mr. Pearce.

C.—Technical and Industrial Schools.

136. Technical and Industrial schools are under the control of the Director of Industries and a detailed account of their work and progress is given in the report of the Department of Industries.

Victoria Jubilee Technical Institute, Bombay.

137. The Victoria Jubilee Technical Institute, Bombay, is the premier technical institute in the Province and is in a class by itself. It is considered to be one of the best technical institutions of its kind in India and is recognised as the central Technological Institute in this Province. Regular courses of instruction covering a period of four years are given in (*a*) Mechanical Engineering, (*b*) Electrical Engineering, (*c*) Textile Manufactures, (*d*) Technical and Applied Chemistry and (*e*) Sanitary Engineering and Plumbing. The number of students in 1936-37 was 537, as against 559 in 1931-32. They were distributed as under :—

Mechanical Engineering	144
Electrical Engineering	170
Textile Manufacture	115
Technical and Applied Chemistry ..	49
Sanitary Engineering and Plumbing ..	59
Total ..	537

The results of the Final Sessional Examinations in 1936-37 are given below :—

——	Number appeared	Number passed
Mechanical Engineering	40	30
Electrical Engineering	33	29
Textile Manufacture	24	24
Technical Chemistry	13	12
Sanitary Engineering and Plumbing	13	12
Total ..	123	107

Students from this Institute appear for the City and Guilds of London Institute Technological Examinations. The percentage of successful candidates is given below :—

——	1932	1933	1934	1935	1936
(*i*) Of the total number of candidates examined.	65·2	63·7	64·1	62·8	65·6
(*ii*) Candidates from Great Britain and Ireland.	66·9	65·6	66·4	64·7	67·6
(*iii*) Candidates from India ..	49·2	48·2	48·3	48·4	50·9
(*iv*) Victoria Jubilee Technical Institute students.	72·6	53·5	69·8	54·2	36·7

In addition to the regular courses of instruction, the Institute provides apprentice classes to train artisans. The training given in these classes

up to 1933-34 consisted of Elementary Mechanical and Electrical Engineering, Cotton Spinning and Weaving and Electrical Wiremen's Classes I and II corresponding to the syllabus of Government Examination for respective certificates. In 1934-35, however, in view of the advancement of Wireless and Radio communications, evening classes extending over a period of 4½ months and held bi-weekly for the training of students in the elementary principles of "Radio communication and maintenance and repairs of Radio Instruments" were organised in the Institute. All these classes were well attended during the period under review.

The new Textile Workshop named "The Framji Dinshaw Petit Memorial Building" was opened by Lord Brabourne, Governor of Bombay, on March 29, 1934.

The Trollip Committee Report and the Departmental Sub-Committees' reports on the recommendations contained therein were considered by the Board, of Trustees in all their aspects, and effect has been given to the final decisions reached by them since the 1936-37 session.

The total expenditure of the Institute in 1936-37 was Rs. 2,58,716, and the Department of Industries made a grant-in-aid of Rs. 1,25,000 to the Institute.

Committee of Direction for Technical Education.

138. The Committee of Direction for Technical Education formed in 1913 consists of 7 members. Though the control of the Technical and Industrial Education rests with the Department of Industries, the general charge of the Technical and Industrial schools is in the hands of the Committee. In order to maintain contact between the Educational Department and the Committee in matters relating to technical education, the Director of Public Instruction or an officer appointed by him is a member of the Committee.

The number of schools or industrial sections of schools under the Committee's control in 1936-37 was 58. Out of 1743 pupils who appeared from these schools for the annual examinations held by the Committee, 1422 passed.

The expenditure of the Committee in 1936-37 was as under :—

	Rs.
Establishment	4,185
Inspection	3,185
Examination	7,673

Grants amounting to Rs. 37,892 were paid to schools under the Committee's control.

R. C. Technical Institute, Ahmedabad.

139. This is a Government Institution directly controlled by the Department of Industries. Instruction covering a period of three years is provided in (1) Cotton Spinning, (2) Cotton Weaving and (3) Mechanical Engineering. In 1935-36 an additional subject on "Steam and Heat Engines" was introduced in the III Year Textile Course. A wiremen's class was also

organised in the Institute in July, 1936, to train boys for passing II class certificate of competency for electric wiremen issued by the Committee of Direction for Technical Education.

There were 117 pupils in 1936-37, as compared with 144 in 1935-36, and 132 in 1931-32.

Other Industrial Institutions.

140. Apart from the schools under the control of the Director of Industries, there are 21 schools or classes under the control of this Department. Most of them are for girls or women and provide instruction in sewing, tailoring, embroidery, knitting, first-aid, fancy works, etc. Grants amounting to Rs. 7,296 were paid to them in 1936-37.

State Technical scholarships tenable abroad.

141. On account of continued financial stringency no new State Technical Scholarships tenable abroad for higher technical training were awarded during the quinquennium.

In 1929, however, one special scholarship was awarded to Mr. R. N. Bankapur for the study of Textile manufacture in the Municipal College of Technology, Manchester. Mr. Bankapur after taking his degree in B.Sc. (Tech.) and spending some time in getting practical training returned to India in 1933 and is reported to have obtained a post in a cotton mill. During 1933-34 a special scholarship for training in Textile Manufacture was awarded to Mr. C. P. Halkatti. He is expected to take the degree of B.Sc. (Tech.) in Textile Manufacture in 1937.

Scholarships tenable in India.

142. The following table shows the number of scholarship for research work in Technical Chemistry awarded and renewed during the quinquennium :—

Year.	New scholarships awarded.	Tenable at		Previous year's scholarships renewed for 2nd year.	Remarks.
		Indian Institute of Science, Bangalore.	Royal Institute of Science, Bombay.		
1932-33 ..	2	1	1	*1 (Bombay)	* Owing to retrenchment in expenditure only one was awarded.
1933-34 ..	2	..	2	2	
1934-35 ..	2	†1	1	2	† Awarded to a lady student.
1935-36 ..	2	..	2	2	
1936-37 ..	2	1	1	2	

During the quinquennium, five scholarships for Electrical Engineering were awarded to suitable candidates recommended by the Selection Committee appointed by Government for the purpose.

The details of the scholarships awarded and the works which the candidates joined are given below :—

Year.	Scholarships awarded.	Works joined by the scholars.
1932–33	1	Great Indian Peninsula Railway.
1933–34	1	Tata Hydro-Electric Power Supply Company, Ltd.
1934–35	1	Great Indian Peninsula Railway.
1935–36	1	Tata Hydro-Electric Power Supply Company, Ltd.
1936–37	1	Great Indian Peninsula Railway.

Apprentice Scheme.

143. In recent years the problem of unemployment among the educated middle classes has become acute and attempts to find a solution have been made in several Provinces in India. In the Bombay Province in the absence of adequate facilities for vocational training many boys in Secondary schools who might enter industrial occupations study for the Matriculation Examination, join the University and then find at the end of an expensive course of studies that they are unable to obtain suitable employment. The Department of Industries prepared an Apprentice Scheme for the training of educated young men in industries providing technical and practical training in Mechanical Engineering, Electrical Engineering, Spinning, Weaving, Dyeing and Printing, and Typography. The scheme comprises the acceptance by a number of industrial establishments of boys, whose education has progressed up to about the VII English standard, for training for a period of about 5 years. The essential part of the scheme is that these boys will be bound by the terms of an agreement to attend technical classes in the evening during the whole period of their training. Under this arrangement their practical and theoretical training will be carried out simultaneously. The number of boys to be taken up would be approximately that which can be absorbed in the industries concerned after the period of their training is over. Government accorded their sanction to this scheme in December, 1936, and during the latter part of the year 1936–37, the Department of Industries carried out, as much as practicable, the preliminary work for the operation of the scheme from 1937–38. An expenditure of about Rs. 21,235 was incurred.

Weaving Schools and Demonstrations.

[Contributed by the Director of Industries.]

144. The Department of Industries continued to help the Hand Weaving Industry, which is the premier cottage industry of this Province by means of its peripatetic weaving schools and demonstrations.

The Department maintained five weaving schools for *bona fide* weavers, two weaving schools for agriculturists with a view to train them in adopting hand weaving as a subsidiary occupation and thereby supplement their income, one cottage sizing set demonstration for teaching weavers improved methods for warping and sizing, nine cotton weaving demonstrations,* one wool weaving demonstration, one dyeing and printing demonstration and one Central Hand Weaving Institute located in Poona.

The chief aim of all these institutions is to introduce improved methods and implements amongst the weavers and dyers of different places in the Bombay Province.

Some important events which took place during the five years under review are narrated below :—

It was found that sari borders of variegated floral designs with silk and artificial silk yarns are imported in large quantities in the Bombay Province. Attempts were, therefore, made to see if some suitable and cheap loom can be made for the manufacture of such sari borders and tapes. As a result of experiments carried out in a weaving school, an automatic handloom occupying 2′ × 2′ space was designed in 1933-34. Its mechanism has been so devised that a mechanical dobby can be fitted on to it for producing borders with variegated designs. The contrivance is quite plain and mechanism simple. Simply by revolving one iron wheel by means of a driving handle fixed to it, a hand weaver can work the loom easily and can produce 6 yards of fine silk sari border in one hour. The loom became popular and over half a dozen such looms were introduced by this Department amongst weavers.

The question of size-mixtures and cheapening the cost of sizing to handloom weavers was investigated by the Department in 1933–34. As a result, two recipes of size mixtures by using magnesium chloride were prepared, the adoption of which would enable the handloom weaver to obtain better results at lower cost than with the common size-mixtures used by them. A bulletin entitled "The Possibility of the use of Magnesium Chloride in the Sizing Processes of Handloom Weavers" was published in 1934–35 and actual demonstrations were held through the peripatetic weaving institutions for the benefit of weavers.

The activities of the Dyeing Demonstration were expanded by the gradual addition of ærograph printing, majolika work, etc. which aroused considerable interest amongst weavers and dyers.

Galicha weaving formed a new feature of the Cottage Sizing Set Demonstration and weaving schools, and several people received training in the same.

In the year 1934–35, the staff of the wool weaving demonstration was trained in dyeing by modern methods, so that the wool weavers when trained in this line can produce attractive and marketable articles. This added to the usefulness of the Institution. It was, however, found

that carding and spinning work was generally done by women who hesitated to attend the demonstration for training in carding and spinning by improved appliances under male staff. Arrangements were, therefore, made to appoint part-time female staff and this proved to be a beneficial feature.

In 1935-36, it was observed that the wool weavers in the Nasik District met with various difficulties in marketing their goods as the same lacked in good finish, attractive colour schemes and patterns. With a view to assist them, a cotton weaving demonstration was specially converted into a wool weaving demonstration which proved very useful.

The Central Hand Weaving Institute also continued its useful work of training boys in the technology of handloom weaving, whereas the dyeing demonstration trained a good number of dyers, printers and others in improved methods.

The weaving section trained a good number of weavers etc. in adopting improved methods and implements through its peripatetic institutions and introduced over 1,600 fly shuttle looms, and about 980 dobbies, amongst cotton weavers and 55 looms, 37 improved labour saving spinning wheels and 22 carding bows amongst wool weavers.

The number of peripatetic institutions remained constant during the period under review, except that some changes, as detailed above, took place in the nature of their work and activities. For a comparative study it may be mentioned that they introduced 479 looms in 1931-32, 404 looms in 1935-36 and 297 looms in 1936-37. The expenditure on the maintenance and administration of the weaving section for the above three years was Rs. 43,509, Rs. 50,350 and Rs. 49,965 respectively.

D—Agricultural Schools.

145. There are two Primary Agricultural schools maintained by the Agricultural Department one at Dhulia in the West Khandesh District and the other at Devihosur in the Dharwar District. These schools impart instruction in Agriculture on modern and practical lines. The number of pupils on the rolls of these two schools was 60 in 1936-37.

In additon to the two Agricultural schools mentioned above, there is an agricultural school at Rajapur managed by the Shikshan Prasarak Mandal, Rajapur, which has been recognised by the Department since 1934-35. It was paid a grant of Rs. 400 in 1936-37. The special subjects taught at the school are poultry-farming, carpentry, smithy, rope-making, grafting of mangoes, Italian lemons, etc.

E—Medical Schools.

[Contributed by the Surgeon General with the Government of Bombay.]

146. In addition to the Grant Medical College, Bombay, an account which is given in Chapter V, the Medical Department has under its

administration two medical schools at Poona and Ahmedabad with an attendance of 375 and 274 respectively in 1936-37. Of these, the number of women students was 83 and 16 respectively. These institutions prepare students for the L.C.P.S. course.

Important changes and incidents that have occurred during the quinquennium at these schools are enumerated below under the respective heads.

B. J. Medical School, Poona.

In the year 1935 the lecturership in Anatomy and Physiology was split up into two and there are at present two part-time lecturers, one for Anatomy and the other for Physiology. An additional post of a demonstrator in Physiology (An S.M.S. appointment) has also been sanctioned by Government early in June last.

Repeated proposals have been made since 1918 to convert this institution into a medical college but the same has not materialised on account of financial stringency and the school is, therefore, concerned only with the coaching of students for the L.C.P.S. diploma.

No new buildings could be added to the School during the quinquennium under review for the same reason but the question of providing a new block to house the Anatomy Department and the Pathology Museum is under consideration.

Greater attention is now being paid to the Pathology Museum of the School. Dr. A. J. Noronha, lecturer in Pathology and Bacteriology, has since issued a guide to the Pathology Museum of the B. J. Medical School, Poona, in two parts and intends preparing still more parts thereof.

B. J. Medical School, Ahmedabad.

The post of the full-time lecturer in Anatomy and Physiology was abolished and two honorary lecturers in Anatomy and Physiology on an honorarium of Rs. 200 per mensem each have been appointed.

The post of tutor in Anatomy and Physiology has been split up and a separate tutor in Physiology has been appointed.

The school fees for the students belonging to Native States have been increased by 50 per cent. and their admission has been restricted to 10 per cent. of the total number of students admitted from British India.

In addition to the two medical schools at Poona and Ahmedabad, the National Medical College, Bombay, is recognised for sending up candidates for the L.C.P.S. course. It had on its rolls 230 students in 1936-37.

F—Veterinary Science.

[Contributed by the Principal, Bombay Veterinary College.]

147. The number of students admitted and the total number during each of the five years at the Veterinary College, Bombay, was as follows :—

Year.	Number admitted.	Total number.
1932-33	26	99
1933-34	21	73
1934-35	47	93
1935-36	40	103
1936-37	39	113

The number of students in the College during 1930-31 went up as high as 137. Since then there was a falling off till 1933-34 in which year the number went down to 73. The falling off of the number was due to the difficulty of finding out employments for graduates. Financial stringency prevented further expansion and activities of the Civil Veterinary Department during that period. Many graduates had to wait for employments and the recommendations of the Retrenchment Committee regarding the closing of the College and other matters concerning this department, created an unfavourable atmosphere among the public. Government were, however, unable to accept the Committee's recommendations, the College was retained and as the financial position began to improve, it was decided to give effect to the several recommendations of the Agricultural Commission in the matter of the reorganisation of the department and schemes such as village uplift, were also taken up. The demand of graduates for service increased and consequently the number of students at the College went up gradually which can be seen from the figures shown above. At present the College is in a flourishing condition. It has maintained its popularity which can be judged from the very great number of applicants for admission from all parts of India and abroad. This year admission had to be refused to many of them for want of teaching facilities.

The examination results have been satisfactory. There has been no deterioration in the standard of efficiency of the students, although, written examinations were introduced in addition to oral ones. The percentage of passes for the three classes was as under :—

Year.	Percentage.
1932-33	61·98
1933-34	62·83
1934-35	56·76
1935-36	54·00
1936-37	57·27

The number of graduates passed out during each of the five years were 27, 33, 14, 15 and 12 respectively. As stated above, the demand for the graduates was less in the beginning but later on, in the latter half of the quinquennium, the same increased gradually and at present the demand is so much that no graduate is available for service.

The Bai Sakarbai Dinshaw Petit Hospital for Animals has been attached to the College. It affords clinical and other facilities to meet the educational requirements. Clinical instruction was carried on in this hospital as usual.

There is a Patho-bacteriological laboratory at the College. Practical instructions in the laboratory methods were given to the final year students as in former years. The work in the laboratory consisted also in the examination of specimens sent by the district staff. As many as 8,784 specimens were received during the quinquennium and diagnoses were confirmed in 2,314 cases. The laboratory is used for Research purposes also. During the quinquennium period, research work in connection with the transmission of Nasal Granuloma to healthy cattle was undertaken. Experiments to ascertain the viability of Rinderpest Virus were also conducted.

The College hostel was always full except at the beginning of the quinquennium. The accommodation was found to be inadequate owing to the increased number of students. The resident students were given medical help whenever required and their health in general was good. The College Gymkhana has been found most useful. Many students availed themselves of it. It has been well equipped with various modern apparatus. All along the students were well behaved and their attendance at classes was satisfactory.

During the period under report, sanitary fittings were provided in the students quarters and the College buildings and compound were provided with electric installation.

In the year 1935, Government were pleased to sanction, as an experimental measure for three years, the introduction of the method of goat virus inoculations as a prophylactic treatment against Rinderpest and the establishment of a Goat Virus Producing Station at the College under the supervision of the College staff. Since then to the end of the quinquennium, 375,244 doses of virus were produced and supplied to districts for inoculations.

The important event that took place was that the College completed the fiftieth year of its existence, and, as a mark of appreciation, the past and present students of the College celebrated the Golden Jubilee on the 30th of December last. His Excellency the Right Hon'ble Lord Brabourne, G.C.I.E., M.C., graced the occasion. Nearly 200 Graduates from all parts of India attended the celebration.

No progress has been made in the way of education although some valuable research work was carried on. It has been under contemplation since long to revise the present curriculum of the College and to extend to course from three to four years but nothing has been done so far. It is however hoped that it would be sanctioned shortly and brought into effect from next year.

Art Schools.

Sir J. J. School of Art, Bombay.

148. A report on the Sir J. J. School of Art is published separately by the Director of the School of Art under orders of Government. A summary of the progress made by the School is given below :—

The number of students on the roll of the School on 31st March, 1937, was 518, as against 469 of the previous year and 432 for the last year of the last quinquennium, viz. 1931-32. The attendance of students in various classes was as under :—

Name of Class.	1931–32.	1935–36.	1936–37.
1. Drawing and Painting Classes ..	183	216	226
2. Elementary and Intermediate Drawing Grade Classes.	59	30	28
3. Special Shading Classes	26	....	....
4. Modelling Classes	16	24	20
5. Normal Class for Drawing teachers ..	30	40	38
6. Commercial Art Classes	....	40	77
7. Architectural Classes	118	119	129
Total ..	432	469	518

The results of the various examinations are given in the following table :—

Name of Examination.	Number appeared.			Number passed.		
	1931-32.	1935-36.	1936-37.	1931-32.	1935-36.	1936-37.
Elementary Drawing Grade ..	30	25	26	22	19	20
Intermediate Drawing Grade ..	28	28	35	23	21	20
Elementary Painting ..	34	43	31	24	34	20
Intermediate Painting ..	31	38	33	19	28	23
Advanced Painting	22	32	33	15	26	28
Diploma of Painting ..	18	35	40	6	23	24
Elementary Modelling ..	2	6	2	2	6	2
Intermediate Modelling ..	2	5	5	2	4	5
Advanced Modelling ..	3	5	5	3	5	5
Diploma Modelling ..	6	6	2	1	6	2
Elementary Architecture ..	18	23	26	14	19	12
Intermediate Architecture ..	13	8	5	9	2	4
Advanced Architecture ..	31	27	31	20	20	19
Diploma Architecture ..	22	24	28	16	14	18
Drawing Teachers Examination ..	30	40	38	25	32	28
Total ..	290	333	340	201	259	230

The total direct expenditure of the School in 1936-37 was Rs. 1,21,499, of which Rs. 79,478 was met from Provincial funds.

The following is a brief note contributed by the Director, Sir J. J. School of Art, Bombay, on the progress of education in Art during the quinquennium under review :—

Drawing and Painting.

149. The Drawing and Painting Section of the Bombay School of Art continues to make progress. The full five years course finally reaching the Diploma award, is designed to equip the student with a high standard of efficiency expected of the professional artist. This course has for many years enabled the student to develop his talents in the direction of Mural

Painting, and past records of successes have fully justified that policy. In the light of new experience, and the wider scope demanded of the artist to cope with the new outlook in art matters generally, consideration will in the near future have to be given to exploring other channels in addition to Mural Painting, and bring into service the great deal of talent available in the School of Art. The scope of the portrait painter and landscape painter in the past has been chiefly limited to the Art patron, through the medium of Exhibitions, but unfortunately there has been a falling off in private buying. This process is not therefore in itself sufficient to render the artist's future secure, and therefore the artist must gradually explore the many other avenues open to him at the present time, to follow the general trend of modern requirements, and participate in the production of work having some definite utilitarian purpose.

The policy throughout the past will continue in the future that is, to develop the natural ideals and artistic Indian talent, giving facilities for instruction on both traditional and modern lines.

Architecture.

150. There has been a gradual increase in the number of students from year to year, as also in the returns by way of fees, and during the last five years under report, due to enormous building activity throughout India, there has been practically no unemployment among those who went out after completing this School course, and most of the Diploma Holders have been employed in remunerative posts. Year by year there is growing demand for qualified men from this section of the School, and a corresponding increase in the number of applicants for admission, and it is becoming difficult to cope with the demand.

The Lord Reay Art Workshops.

151. The primary object of these Workshops is to give a higher training to young craftsmen than can be obtained in the daily practice of their crafts in the Bazars or in the local craft schools, to train teachers for local craft schools, and to generally foster and advance the artistic industries in the Bombay Province. The Workshops are staffed with skilled craftsmen, and much excellent work has been produced. At the present time it is obvious that the indigenous craftsmen in India generally, are now unfortunately influenced by the many examples of the imported mass production articles, with which they come in daily contact, and there is a danger of their technique being influenced thereby. The unfortunate tendency is to imitate the finish which is common to the machine-made product. The training given at the Reay Art Workshops is to avoid such degeneracy which is steadily creeping into the Indian crafts. The craftsman should remember that his very existence, bad enough though it may be, depends entirely upon his ability to produce work of the highest artistic quality, and his attempt to imitate the machine, not only in finish, but also in its cheap production is futile ; he would do far better to leave the entire job to the machine.

Commercial Art Section.

152. Although this Section is still in its infancy, it has so far proved to be a very popular one, and further progress is assured, provided the work is developed on practical lines, never losing sight of the necessity for contact between Commercial Art and the requirements of local industries. The work at present covers a period of two years, but a third year course in the near future might well be anticipated, that is, after more experience has been acquired in its general organisation. The policy at this early stage is to go cautiously, so that this Section may be established on a secure foundation. This Section promises to become an important department of the School of Art. Being a new Section, high qualifications for admission are not demanded; generally speaking, many students having passed the Intermediate Drawing Grade Examination are admitted. Higher qualifications for admission will, in due course, be required, but this must be done gradually. It should be noted that the artistic studies taken in the Higher Art courses of the School require a five years training to reach the Dipolma standard, and that there is no stage during that period at which a student can conveniently drop out, and expect to be efficient as a qualified artist; but this does not strictly apply in the case of the commercial artist. For, his subject has so many branches varying in artistic skill, thus giving scope to all types of students, even the mediocre artist has a fair chance of making a living, if he makes himself efficient in any one particular branch of applied art. This important point has been kept in view in framing the syllabus of the Commercial Art Section. This Section promises to become an essential addition to the School of Art proper, and it is unnecessary to point out that it will in no way interfere with the School's main function which is the teaching of the Higher Art courses.

Normal Class for Drawing Teachers.

153. The number of candidates seeking admission into the Normal Class increases year by year, and the question of increased accommodation becomes correspondingly more pressing. The year's training given in this class enables a candidate to qualify as a Drawing teacher. But although this class is efficiently conducted, the standard of the average teacher should be very much higher. Therefore any further development, or any adjustment, which may be contemplated in future, should not be in the direction of finding more accommodation to cope with the increasing numbers, but rather in the direction of raising the general standard of efficiency, for the obvious reason that progress is not to be measured by numbers, but by the standard of work produced. The greatest of care is exercised in the selection of candidates for admision into this class. The annual quota for the Painting and Sculpture Diploma students is limited to five. Thus the Diploma candidates, after spending five years in the Higher course of the School, find it difficult to gain admission into the teacher's class. This, however, cannot be avoided. It must be remembered that those who enter upon a five year Diploma Course of study, do so, knowing full well that they have

embarked upon a career as a free lance professional artist and not as a teacher. In their own interest, it is important that students at an early stage of their career should decide the important question as to whether they have any intention of becoming a teacher of art.

School of Sculpture.

154. The Sculpture Section continues to do good work, and a high standard has been maintained, both in class work and in the examination results. However, it is hoped that in the near future the work in this Section will be more of a practical nature, that is to say, Sculpture should, in order to justify its existence, be applied to some utilitarian purpose, such as might be applied to architecture and stone carving, and the sooner a closer correlation is achieved between the sculptor, architect and the practical requirements of today, the sooner will the sculptor realise that there is a greater demand for his work. There is a great deal of artistic talent waiting to be organised. Both painter and sculptor should face the facts of present day conditions and requirements and justify their position as an influence for a more practical and at the same time cultural uplift.

The Drawing and Design classes.

155. The Drawing and Design Class attached to the R. C. High School, Ahmedabad, had on its roll 30 pupils in 1936–37 as against 26 in 1931–32. These 30 pupils were undergoing training in different branches of the Class as under:—

Carpentry	4
Metal work	9
House decorating	5
Other Arts	12
	30

Fret-work was introduced in 1936–37 and the pupils prepared Fret-wood arches in the Central Hall at the time of the exhibition held for the Refresher course. The walls of the Central Hall were painted and stencilled by the pupils of this Class and their work in different branches such as engraving, printing on cloth, paper cutting and pasting were exhibited.

The Drawing and Design Class, Surat, which was looked after by a Committee of citizens was taken over by the Sarvajanik Education Society, Surat, in June 1934. It had 30 pupils on roll on 31st March, 1937, as against 60 in 1931–32. The Class received a grant of Rs. 973 during the year 1936–37.

Music Classes.

156. Music forms part of the curriculum of Primary schools (both for boys and girls) and is taught as an optional subject in some Secondary schools. It is also included in the Primary School Leaving Certificate Examination for girls and for the Primary Training College Certificate examinations.

Apart from the instruction in Music imparted in ordinary schools, there were 8 classes for instruction in Music both vocal and instrumental with 1,169 pupils. As a measure of retrenchment, Government discontinued paying grants to these classes with effect from 1933-34.

CHAPTER X.

Oriental Studies.

Study of Classics.

157. Sanskrit and Persian are the two Oriental Languages principally taught in this Province, although provision for the study of Pali, Arabic, Avesta-Pahlavi, Hebrew and Ardha-Magadhi exists in a few schools. The study of a classical language begins in Standard IV of a Secondary school and continues throughout the school course. Up to the year 1936, candidates for the Matriculation Examination had the option of taking either an Indian Modern language or a classical language or a Modern European language. From the year 1937, however, candidates for the Matriculation Examination have to take one of the classical languages or a Modern European language as a Second language, an Indian Modern language being made a compulsory additional subject. At the Matriculation Examination of 1937, 9,659 candidates appeared with Sanskrit and 4,010 with Persian, of whom 3,294 and 962 respectively passed.

During the first two years of the Arts course, the study of a classical language or a Modern European language is now made compulsory, an Indian Modern language being added as an optional subject. For the degree examination in Arts, the Second language forms an optional subject. During the year 1936–37, 318 candidates took the B.A. degree and 90 took the M.A. degree with an Oriental language. The following table gives the number of candidates who obtained honours in the several classical languages :—

	Number appeared	Number passed			
		I Class	II Class	Pass	Total
B.A.					
Sanskrit	272	12	59	152	223
Persian	61	2	13	36	51
Hebrew	1	..	..	1	1
Arabic	3	1	1	1	3
Pali	9	..	3	6	9
Avesta-Pahlavi	2	..	2	..	2
Ardha-Magadhi	35	2	5	22	29
Total ..	383	17	83	218	318
M.A.					
Sanskrit	66	2	22	29	53
Persian	20	3	5	7	15
Arabic	3	2	1	..	3
Pali	3	..	1	..	1
Avesta-Pahlavi	1	..	..	1	1
Ardha-Magadhi	19	1	10	6	17
Total ..	112	8	39	43	90

Apart from the ordinary schools imparting instruction in Oriental languages, there are special institutions known as Pathshalas for the study of Sanskrit and Madressahs for the study of Persian and Arabic. The following statement gives a statistical summary of these institutions :—

	Number of Institutions	Number of pupils	Expenditure	
			Total	Provincial
			Rs.	Rs.
Pathashalas (teaching Sanskrit).	56	1,965	48,787	2,025
Madressahs (teaching Persian and Arabic).	69	3,516	21,267	4,248

With the exception of a few institutions, which maintain comparatively a higher standard of instruction, Pathashalas generally follow the elementary course in Sanskrit in addition to Vedic studies. English is also taught in some Pathashalas, while boys from higher standards of Secondary schools sometimes attend Sanskrit classes of these institutions.

A few Pathashalas send up candidates for the *Kavyodaya* examinations held in Bombay under the auspices of the Calcutta Sanskrit Association, while a few others cater for the Elementary and Intermediate examinations of the Government Sanskrit College, Benares. Among these, the Gokuldas Tejpal Sanskrit Pathashala, Bombay, the Warad Sanskrit Pathashala, Sholapur, and the Gangadhar Sanskrit College, Hubli, may be specially mentioned.

An account of the Poona Sanskrit College, which is intended for higher study in Sanskrit Grammar and Literature, is given in paragraph 166.

Apart from the Madressahs shown in the above table, there are a few unrecognised institutions which also impart instruction in Persian and Arabic, the teaching being confined to the reading of Koran. Provision of teaching Persian is made in all Government High Schools, while arrangements for the teaching of Arabic exist in four Government High Schools.

Oriental Institutions.

158. In addition to the Bhandarkar Oriental Research Institute, Poona, the K. R. Cama Oriental Institute, Bombay, and the Bombay Branch of the Royal Asiatic Society, which are the premier institutions in this Province and which undertake to encourage original research in Oriental learning, the following institutions are also doing useful work in their own fields :—

The Indian Historical Research Institute, Bombay,
The Mimansa Vidyalaya, Poona,
The Bharat Ithihas Sanshodhak Mandal, Poona, and
The Historical Museum, Satara.

An account of these institutions is given elsewhere in this chapter.

The three premier institutions mentioned above maintain valuable libraries of rare manuscripts, books, etc. keep in touch with similar institutions, societies, etc. in foreign countries, exchange manuscripts, award prizes for original work, and invite eminent scholars from abroad to deliver lectures.

Bhandarkar Oriental Research Institute.

159. The Bhandarkar Oriental Research Institute, Poona, has undertaken, for the last 19 years, an enterprising scheme of preparation of a critical edition of the *Mahabharat*. With a view to expediting the work, the Institute gave effect, during the quinquennium, to the policy of appointing Parvan editors. Accordingly three new editors, viz., Dr. S. K. De, M.A., D.Litt., of the Dacca University, Dr. Raghu Vira, M.A., Ph.D., of the S. D. College, Lahore, and Dr. M. Winternitz of the Prague University were entrusted with the work of editing the *Udyogaparvan*, *Virataparvan* and *Sabhaparvan* respectively. The work of editing the first two Parvans has been completed. The press-copy of the *Udyogaparvan* is in the press, while the volume of the *Virataparvan* has been published. Owing to the unfortunate demise of Dr. Winternitz the work of editing the *Sabhaparvan* had to be entrusted to Professor Franklin Edgerton of the Yale University. Dr. Sukthankar, in addition to his duties as a General Editor, completed the work of editing *Adiparvan*. He is also working on the press-copy of the *Aranyakaparvan*. As regards the extent of work yet to be finished in connection with *Mahabharat*, the Honorary Secretary of the Institute reports—

"The total estimated extent of the entire edition is about 10,000 "pages and with the present resources at its disposal it will be impossible "for the Institute to expedite the progress of the work with a view "to bring it to completion within the workable life-time of the present "band of scholars engaged on this edition. The total estimated "expenditure of the whole project is about *six lakhs* of rupees of which "more than two lakhs of rupees have been disbursed to meet the current "expenditure of the last nineteen years. Judging at the present "rate of progress the entire edition of the *Mahabharata* will take at "least twenty years for its completion unless the present financial "resources are materially increased by annual grants from provincial "Governments and Princes or by substantial donations from the wealthy "and the generous public. It is hardly necessary to mention in this "report the international recognition received by the Institute's "critical edition of the *Mahabharata*. As a token of this recognition "the department received during the quinquennium the printing "expenses of the critical edition of the *Viratparvan* from the Trustees "of the Mahabharata Publication Fund in London. Numerous appre- "ciation reviews of the *Mahabharata* fascicules already published "have also appeared in Oriental journals of repute in India and "outside."

The work done in the other departments of the Institute is summarised below—

Manuscript Department.—During the quinquennium Government extended the period of the loan of Government manuscripts for 10 years with effect from 1st April, 1933, and sanctioned an annual maintenance grant of Rs. 3,000. Besides maintaining intact the manuscripts in the library and making them available to scholars in India and abroad, the Department concentrated its attention on the work of the Descriptive Catalogue of all the manuscripts. So far four volumes of the Descriptive Catalogue have been published, while press-copies of about 15 volumes are ready.

Publication Department.—The Department published, during the quinquennium, in all fourteen volumes comprising about 8,000 printed pages. This number includes three volumes from the sixteen old pledges of Government, seven volumes in the Government Oriental Series, and four volumes of the Descriptive Catalogue of Manuscripts in the Government Manuscripts Library.

General Department.—With a view to minimising the routine work, the Executive Board of the Institute decided to amalgamate (1) the Library Department, (2) the Post-graduate Department and (3) the Press Department with the General Department. During the quinquennium 1,899 books were added to the library, the total number of books at the end of the quinquennium being 10,351.

In spite of the fact that the Institute is well equipped for carrying on responsible post-graduate instruction and research, the Post-graduate Department started by the Institute during the last quinquennium could not show much progress. The policy adopted by the Bombay University of recognising University-teachers for post-graduate lectures has proved definitely detrimental to the work of the Department. During the year 1936–37 only four students registered their names for the first term and five for the second term. Out of these, two appeared for the M.A. examination. One student registered his name for the Ph.D. degree under the guidance of Dr. Sukthankar who has been recognised by the University as a teacher for coaching students for the Ph.D. degree.

The Journal, Press, and Sales Departments of the Institute are reported to be working on systematic lines.

K. R. Cama Oriental Institute.

160. The K. R. Cama Oriental Institute specializes in Iranian Literature. From the endowment of Rs. 30,000 made by the Government of India, fellowships and prizes are awarded for research work, essays, and lectures. During the quinquennium one fellowship and two prizes were awarded. In addition to these, seven prizes were awarded for essays and lectures from the various endowment funds placed at the disposal of the Institute. The anniversary of the death of Mr. K. R. Cama, the founder of the Institute, is celebrated every year, and a discourse on some important subject is given

by a distinguished scholar. Discourses on the following subjects were given during the quinquennium :—

	Subject.
1932–33—23rd Anniversary	.. The Date of Zoroaster.
1933–34—24th ,,	.. K. R. Cama and his Disciples.
1934–35—25th ,,	.. K. R. Cama as an Oriental Scholar.
1935–36—26th ,,	.. Religion and Reformers.
1936–37—27th ,,	.. K. R. Cama's " Zartost-nama ".

The first discourse was given by the late Dr. Sir Jivanji J. Modi. The next two were given by Mr. B. T. Anklesaria, M.A., the fourth was given by Miss Dhun B. T. Anklesaria, M.A., and the last by Dr. Irach J. S. Taraporevala, B.A., Ph.D. Some twenty-seven public lectures were delivered during the quinquennium.

A number of books, manuscripts, etc., were added to the library maintained by the Institute. Dr. Jamshed M. Unvala, Ph.D., who has been working with the French Archæological Mission under M. Mecquenem of Susa, had brought relics of excavations dug out on his initiative. These were purchased by the Institute and preserved with others previously presented by M. Mecquenem.

A Prize Fund, with an endowment of Rs. 3,000, was started in 1936 in memory of the late Shams-ul-Ulama Dr. Jivanji J. Modi, Kt., C.I.E. Owing to the increasing activity of the Institute and the increasing number of books in its library, a great necessity for additional accommodation was felt for some years past. The Institute therefore purchased a suitable plot in the Appolo Street and a building with three storeys is being constructed.

Bombay Branch of the Royal Asiatic Society.

161. During the quinquennium there was a decrease in the number of members of the Bombay Branch of the Royal Asiatic Society due to general trade depression. This resulted in the income being smaller and economies had to be effected in many respects. This reacted adversely, among other things, on the number of books and publications purchased and the publication of the Society's Journal. There were more than 69,000 books in the library maintained by the Society, some 8,380 new books being added during the quinquennium. In spite of the decrease in the membership the number of books issued from the library showed an appreciable increase. University students, who pursue post-graduate research, are allowed free access to the Society's library, and full advantage is reported to have been taken by them.

The Society awarded its Campbell Memorial Gold Medal for the year 1932 to Sir John Marshall for his publication on Mohenjo Daro. The Medal for 1935 has been awarded to Mahamahopadhyaya Dr. Ganganath Jha. The Society's Silver Medal for the year 1934 was conferred upon Dr. G. S. Ghurye, M.A., Ph.D., for his publication " Caste and Race in India ".

Treasure Trove coins numbering 3,916 received from various district authorities were examined and reported upon to Government under whose orders these coins were either distributed to Museums or otherwise disposed off. A systematic list of the Society's coin cabinet is under preparation, the first part dealing with the Muhammadan coins being ready.

Five volumes of the Society's Journal containing a number of articles of interest to scholars were published during the quinquennium.

162. *The Mimansa Vidyalaya, Poona.*—This institution caters for critical study of the Mimansa Shastra and other Vedic requisites forming a useful asset towards the encouragement of original research. During the quinquennium the Vidyalaya was recognised by the Bengal Sanskrit Association as a centre for the various examinations conducted by the Association. A reference was made in the last Quinquennial Report to the work of preparation of a critical edition of *Shabar Bhashya* by the Institute. During the period under report the work was completed and two volumes are now ready for press. The Vidyalaya has also launched a scheme for the erection of a building called " Mimansa Practical Hall ", which is intended to provide a museum and necessary instruments and apparatus for conducting research in the Mimansa Shastra.

163. *Indian Historical Research Institute.*—The Institute aims at original research in historical subjects. Twenty students from the Institute submitted theses for the M.A. degree of the Bombay University during the last three years of the quinquennium, and all of them were accepted for the degree. Some 45 original articles on various subjects were written by the Director, Professors and students of the Institute. All of them have been published.

164. *Bharat Itihas Samshodhak Mandal.*—The Mandal possesses rare collections of manuscripts, records, Daftars in Marathi, Sanskrit and Persian bearing on the economic and administrative history of the Deccan for the last four hundred years. During the quinquennium a number of useful historical documents in Persian and Marathi were published in the Quarterly Journal of the Mandal. In addition to these, the Mandal published eight works of outstanding value. In 1935 the Mandal celebrated its Silver Jubilee. A magnificent donation of thirty thousand dollars was received by the Mandal from the late Dr. Justin E. Abbott of New Jersey, U. S. A., who was one of the members of the Mandal. This donation is earmarked for a building to house the Marathi manuscripts and other historical documents.

165. *The Historical Museum, Satara.*—The Museum was originally the property of Rao Bahadur D. B. Parasnis. It was taken over by Government in 1928 and was placed under the management of a Board of Trustees of which the Collector of Satara is the Chairman. Government pay an annual grant for its maintenance. The Museum possesses a collection of manuscripts, historical prints, drawings, pictures, etc. A number of books, coins, pictures, etc., were added to the Museum during the quinquennium.

166. The College was opened by the Poona Sanskrit Association in 1929, with the object of providing instruction in the ancient shastras on traditional lines. The course drawn up by a Committee of Shastries and Professors of Sanskrit extends over a period of 6 years. There is an examination at the end of every two years. The attendance at the College, at the end of the quinquennium, was 20 of whom 13 were in the Preparatory Class, 2 in the *Vyakarna* Class and 5 in *Vedant* Class. During the year 1936–37 the final examination of the College was held for the first time. Five students who completed the course appeared and passed the examination. They were suitably rewarded and the degree of "Acharya" was conferred upon them. The College receives an annual grant of Rs. 265 from the Department.

The Poona Sanskrit College.

CHAPTER XI.

VISUAL INSTRUCTION.

Retrospect.

167. The subject of Visual Instruction, for which a sub-Department was created in 1919-20 and placed in charge of a Special Deputy Educational Inspector in the Bombay Educational Service, has now gained universal recognition as a valuable aid to instruction in ordinary school subjects, and as a potent agency for diffusing useful knowledge among the masses on various matters closely related to every day life. It will be of interest to see how this Sub-Department has developed its activities during the period of its existence. The progress as revealed by statistics may be gauged from the following table :—

Year.	Number of magic lanterns.	Number of sets of slides.	Number of sets of slides equipped with lecture notes.	Number of slides.
1919-20	98	360	120	19,974
1921-22	98	436	130	25,000
1926-27	100	529	302	27,810
1931-32	104	670	540	34,444
1935-36	104	760	602	38,481

The Deputy Educational Inspector for Visual Instruction supervises the working of the magic lanterns possessed by the Department, arranges for the preparation and distribution of slides and lecture notes, guides the magic lantern lecturers in Government and non-Government institutions, and himself delivers model lectures.

Magic Lanterns.

168. After the separation of Sind, the Sub-Department of Visual Instruction for this Province had in its possession 86 magic lanterns including the new petromax type lantern recently purchased for the Visual Instruction office. Of these, 28 were in use in Government Secondary schools, 12 in Training institutions, 28 were lent to Government Inspecting Officers, and 18 to Inspecting Officers of the Local Authorities. In addition to these lanterns, there were 7 with the District School Boards and 14 with Municipal School Boards, while 84 lanterns were in use in non-Government Secondary schools. There were thus in all 191 magic lanterns in use on 31st March, 1937, as against 173 in 1931-32.

169. Slides on subjects of school instruction form the bulk of the slides stocked at the Visual Instruction office, and they deal with various subjects such as History, Geography, Literature, and Science. The slides of general interest cover a variety of subjects such as arts and industries, agricultural and village improvement, health, hygiene, and sanitation ; religion and mythology.

Slides.

The Visual Instruction office had on 31st March, 1937, 693 sets comprising 35,261 slides, of which 544 sets were equipped with lecture notes. The supply of slides to Government Secondary schools and Training institutions is regulated at 12 sets each under a system of circulation and exchange. The Government Inspecting Officers receive annually six sets each in addition to a few sets which are permanently attached to their offices. The Heads of schools and the Inspecting Officers are given a fairly reasonable scope for selection of these slides. The slides supplied to these officers are also lent to Heads of non-Government schools and to Inspecting Officers of the Local Authorities on certain conditions.

The following table gives details of the work in connection with visual instruction done in 1931-32 and 1936-37 :—

Year.	Number of magic lanterns used.	Number of slides used.	Number of lectures delivered.	Average number of lectures per lantern.
1931–32	86	31,520	2,792	32·4
1936–37	86	38,555	3,545	41·2

170. The report submitted by the Deputy Educational Inspector for Visual Instruction shews that although the Local Bodies and non-Government institutions are behind the Government Inspecting Officers and institutions in respect of Visual Instruction work, there has been considerable improvement in this direction during the Quinquennium. The following table compares the average number of lectures per lantern delivered by various institutions and officers :—

Work done during the Quinquennium.

	Average number of lectures per lantern in	
	1931–32.	1936–37.
Government Secondary Schools	37·9	43·7
Training Institutions	29·9	39·5
Government Inspecting Officers	28·8	38·6
District School Boards using Government lanterns ..	31·5	42·6
Total average ..	32·4	41·2

The Deputy Educational Inspector remarks—

"It is evident that the value of Visual Instruction * * * * "has been recognised on all hands from the fact that not only is an "ever increasing use made of the Government lanterns by educational "officers within their spheres of work, but a number of agencies for "social service or village uplift are also requisitioning the use of these "lanterns and the services of these officers in their work for mass-"education. All the Government educational institutions and "Inspecting Officers have done progressively better work from the "preceding quinquennium to the last year (1935–36) and from the "last year to the year that has just ended the quinquennium under "report."

Work done by the Deputy Educational Inspector for Visual Instruction.

171. With a view to securing greater co-ordination between the work done by the Deputy Educational Inspector for Visual Instruction and by teachers in Secondary schools, a special course of lectures on the subject of visual instruction was introduced at the Secondary Training College, Bombay, for the benefit of the teachers under training. The course has been held since the beginning of the quinquennium by the Deputy Educational Inspector for Visual Instruction and is supplemented by demonstrations and practical laboratory work.

During the year 1936–37 the Deputy Educational Inspector gave eight lectures at the Secondary Training College on various aspects of Visual Instruction and a demonstration on the use of the magic lantern in class teaching. During his stay at Headquarters in connection with his work at the College, the Deputy Educational Inspector also gave a number of model lantern-lectures in several Secondary schools in Bombay and prepared lecture notes on a set of slides "Himalaya Yatra".

During the course of his annual tour the Deputy Educational Inspector toured 4 Districts of the Bombay Division and 5 of the Northern Division and gave a number of lantern lectures both in Government and non-Government educational institutions. He also held 6 conferences of Primary teachers in Gujarat and explained the importance of Visual Instruction as a valuable aid to ordinary instruction.

Of the 221 lantern lectures delivered by the Deputy Educational Inspector during the last year of the quinquennium, 70 were public lectures on various subjects, mainly on village improvement. These lectures were very popular and were largely attended. Further details of these lectures are given in paragraph 261 in the Chapter on Adult Education.

Throughout the quinquennium the Deputy Educational Inspector was invited by various bodies and associations to deliver lantern lectures on subjects of agricultural, educational, and social importance and in connection with exhibitions, baby weeks, refresher courses, and demonstrations in health and hygiene.

172. There is an increasing recognition of the use of cinema films as one of the teaching aids in schools. In the earlier days it was feared that the use of the film might have an undesirable effect on children's eye-sight. That objection has now been practically eliminated thanks to the progress in modern technique, apparatus and lighting and to avoidance of over use; so has the risk of fire. A few of the advanced schools in the Province have been using cinema films as teaching aids in schools. The Department has also recently supplied the Deputy Educational Inspector for Visual Instruction with a suitable cinema machine and full 16mm. educational films.

Cinema films.

CHAPTER XII.

Education of Girls.

Schools and pupils.

173. During the quinquennium the education of girls has made steady progress not only quantitatively but also qualitatively, since it is beginning to be realised that the education of girls, particularly of older girls, should be something more than the mere imitation of the education of boys. Consequently, both Government and the public have been paying greater attention to the establishment of girls' schools, particularly girls' Secondary schools, and also to the question of providing special educational facilities and extra curricula activities for girls attending boys' schools.

The number of institutions for girls increased during the quinquennium from 1,615 to 1,681. The number of girls under instruction increased from 253,046 to 326,571, an increase of 29·1 per cent. Of these, 129,530 were in institutions for boys and 197,041 were in institutions for girls. The figures at the end of the previous quinquennium were 92,764 and 160,282 respectively. It can thus be seen that the percentage of girls in boys' schools to total number of girls under instruction was, in 1936–37, 39, as opposed to 36 in 1931–32. The percentage of girls under instruction to the female population of the Province was 3·8, as opposed to 2·9 in 1931–32 which is the most remarkable increase. The following table gives the distribution by Divisions :—

—	1936–37					
	Number of institutions for Girls.	Number of pupils in institutions for Girls.	Number of Boys in institutions for Girls	Number of Girls in institutions for Girls (Column 3–4)	Number of Girls in institutions for Boys	Total number of Girls under instruction (Column 5 *plus* column 6)
1	2	3	4	5	6	7
Bombay Division ..	380	59,156	2,007	57,149	40,214	97,363
Central Division ..	489	51,780	1,151	50,629	39,017	89,646
Northern Division	469	55,216	1,377	53,839	29,700	83,539
Southern Division	302	27,930	226	27,704	19,129	46,833
European Schools	20	3,221	568	2,653	317	2,970
English-teaching Schools.	21	6,372	1,305	5,067	1,153	6,220
Total ..	1,681	203,675	6,634	197,041	129,530	326,571

	1931-32					
	Number of institutions for Girls.	Number of pupils in institutions for Girls.	Number of Boys in institutions for Girls	Number of Girls in institutions for Girls (Column 3-4)	Number of Girls in institutions for Boys	Total number of Girls under instruction (Column 5 *plus* column 6).
1	2	3	4	5	6	7
Bombay Division ..	365	46,161	1,456	44,705	25,246	69,951
Central Division ..	477	40,091	705	39,386	28,506	67,892
Northern Division ..	441	45,875	992	44,883	21,035	65,918
Southern Division ..	293	24,507	147	24,360	16,416	40,776
European Schools ..	18	2,968	487	2,481	400	2,881
English-teaching schools.	21	5,616	1,149	4,467	1,161	5,628
Total ..	1,615	165,218	4,936	160,282	92,764	253,046

It will be seen that the Southern Division, although it shows an increase both in the number of girls' institutions and in the number of girls attending schools, is still by far the most backward Division from the point of view of girls' education. The Government of India tables IV-B and V-B, printed at the end of this report, give the number of girls under instruction in the various kinds of institutions. The most noticeable feature about these figures is that the number of girls studying in Arts colleges has been nearly doubled since 1931-32 and the number of girls studying in Medical schools has increased by more than 100 per cent. The same two tables show the distribution of girls under instruction by communities. As will be seen the percentage of Backward female Hindus under instruction to the Backward female population is still very low, viz. 1·2, and has not increased appreciably during the quinquennium, since it was 1·0 at the end of the last quinquennium. Until a larger percentage of Backward class women can become educated, the task of educating the Backward class as a whole will still continue to be a very difficult one.

The total percentage of girls in educational institutions to the female population of the Province, as will be noticed, has increased from 2·9 to 3·8 which is again a very remarkable increase and shows that taking female education as a whole very great strides have been made during the quinquennium.

174. It is not possible to state accurately the amount spent on the education of girls, as 39·7 per cent. of the girls are in boys' schools. The direct expenditure on institutions specially intended for girls (excluding those for Europeans) has, however, risen from Rs. 45,05,255 to Rs. 50,82,865. This figure in itself reveals very clearly the increasing attention which is being paid to the education of girls as distinct from the education of boys. The sources from which this expenditure was met are given in the following table :—

Expenditure.

	1931–32		1936–37	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government Funds ..	18,01,926	40·0	19,11,525	37·6
District Local Board and Municipal funds ..	14,42,332	32·0	15,71,813	30·9
Fees	4,65,806	10·3	7,34,317	14·5
Other sources	7,95,191	17·7	8,65,210	17·0
Total ..	45,05,255	100·0	50,82,865	100·0

It will be seen that although Government is bearing a smaller share of the total expenditure than they were bearing in 1931–32, they have nevertheless increased their total contribution by one lakh of rupees. In the case of Local Authorities the same remark applies. It is from fees, however, that an increased proportion of the total expenditure is now being met, and it may here be mentioned that there is still room for an increase in income under this head, since the fees in many girls' schools, particularly Government girls' schools, are very low as compared with those in boys' schools.

The average annual cost for the years 1931–32 and 1936–37 of educating a boy as compared with the average annual cost of educating a girl is given below :—

	Indian Schools		European Schools	
	Boy	Girl	Boy	Girl
High Schools—				
1931–32	66	85	238	161
1936–37	63	75	203	174
Middle Schools—				
1931–32	44	69	137	113
1936–37 ..	36	63	115	91
Primary Schools—				
1931–32	17	23	....	....
1936–37	15	20	....	....
Training Schools—				
1931–32	323	267	....	525
1936–37	256	277	....	496

The average cost per pupil in girls' institutions has, therefore, been reduced in all institutions except Training schools. This is partly due to the employment of better qualified teachers in these women's Training schools and colleges and partly to the removal of the Government Urdu Training College for Women to a more suitable and expensive building.

The fact that in all kinds of institutions the cost of educating a girl is greater than that of educating a boy is due to the fact that the average cost of a woman teacher's salary in High schools, Middle schools and Training schools is higher than the average cost of a male teacher's salary, whereas in Primary schools, although there is no difference between the scales of salaries for women and men teachers, more expensive equipment is needed in girls' schools and the average number of children per teacher in girls' schools is smaller than that in the boys' schools.

University Education.

175. There are no separate colleges for women affiliated to the University of Bombay. But as mentioned above there were 1,059 women studying in Arts colleges for men, as against 577 in 1931-32. The figures for Professional colleges were 186 in 1936-37 and 110 in 1931-32. No scholarships are reserved for girls but girls are eligible for all the open and special scholarships awarded in colleges. The following table shows the number of women who passed the various University examinations during the quinquennium :—

	1927-32	1932-37
M.A.	27	50
M.Sc.	2	7
B.A. (Hons.)	157	325
B.A. (Pass)	103	210
B.Sc.	20	44
LL.B.	7	15
Intermediate Arts	375	740
Intermediate Science	120	236
Intermediate Commerce	..	4
Intermediate Agriculture	..	1
First year in Agriculture	..	1
M.D.	3	3
M.B.B.S.	51	83
B.T.	52	81
B.Com.	1	1
M.Com.	..	1
B.Ag.	..	1
Matriculation	1,460	2,709

These figures are sufficiently revealing in themselves and bear witness to the fact that the progress in women's university education has been even more marked during the quinquennium 1932-37 than during the quinquennium 1927-32.

Indian Women's University.

176. The Indian Women's University, which was established in Poona in the year 1916, transferred its Headquarters to Bombay during the quinquennium. There are affiliated to it 4 colleges, viz. Poona, Ahmedabad, Baroda and Bombay. The total number of students on the rolls of all the 4 colleges in this Province in 1936–37 was 210, as against 107 in 1931–32. This is an increase of nearly 100 per cent. and shows that the courses of study pursued in the colleges affiliated to this University are becoming increasingly popular. The main characteristics of this University are that the courses of study are specially designed to suit the requirements of girls, the mother-tongue of the students is used as the medium of instruction, English, however, being a compulsory subject; and external candidates are admitted to the University examinations. During the quinquennium the courses of study of this University were revised with a view to giving students greater opportunity for going deeply into those subjects for which they felt themselves particularly suited. It is understood that the revised courses are proving a success.

The degrees of this University are not recognised and this, to a certain extent, detracts from its popularity. It is, however, doing very good work and is providing a large number of teachers for girls' Secondary schools of this Province, particularly those schools which are affiliated to it.

Secondary Education.

177. The following table gives the number of Secondary schools for girls and the girls attending Secondary schools at the end of the last and this quinquennia :—

	Schools.		Pupils (Girls).	
	1931–32.	1936–37.	1931–32.	1936–37.
Indians	72	87	14,312 (2,844 in Boys' Schools).	22,990 (6,057 in Boys' Schools).
Europeans	15	17	2,785 (400 in Boys' Schools).	2,830 (317 in Boys' Schools).
Total ..	87	104	17,097 (3,244 in Boys' Schools).	25,820 (6,374 in Boys' Schools).

It will be seen that, although the number of Indian girls' schools has increased by 15 and the total number of Indian girls in Secondary schools has increased by more than 50 per cent. the number of girls' in boys' schools has increased by 113 per cent. There is considerable difference

of opinion on the question of admitting girls into boys' schools. Where no girls' schools are available, and this is true of a large number of mofussil towns, it is impossible for boys' schools to refuse admission to girls. It is to be noted, however, that even in large towns, where there are good girls' schools, many parents continue to send their girls to boys' schools. Most of the schools, in which both boys and girls are to be found, are not co-education schools in the true sense of the word ; they are boys' schools which admit girls ; and these girls take very little part in the life of the school. In the class-room they sit apart and are in a very small minority ; nor do they take much part in extra curricular activities. Moreover, very few of these schools employ women teachers. It is difficult to understand, therefore, why parents prefer such schools for their girls when girls' schools are available. The only explanation of this preference is that parents consider the teaching in those boys' schools, which admit girls, to be more efficient than that of the average girls' school, and it is to be regretted that they are right ; since owing to lack of funds the average girls' school is unable to employ as efficient a staff as the average boys' school. This is a state of affairs to be deplored, since those girls who are attending boys' schools (not co-education schools) are being deprived of a very valuable part of education, viz. participation in the life of the school as a whole.

The following table shows the distribution of girls in Secondary schools by communities :—

		Number of girls under instruction.	
		1931–32.	1936–37.
Europeans and Anglo-Indians		2,599	2,712
Indian Christians		4,259	4,709
Hindus	Advanced	5,234	11,413
	Intermediate	567	1,588
	Backward	34	75
Muhammadans		465	711
Parsis		3,217	3,533
Others		722	1,079
	Total	17,097	25,820

The fact that only 711 Muhammadan girls are in Secondary schools reacts very gravely upon the Muhammadan community as a whole.

The Department only maintains one High School for girls and that is situated in Ahmedabad. There are however, Government Middle girls'

schools at Thana, Nasik, Ahmednagar, Dharwar and Bijapur, and an Anglo-Urdu Girls' school at Poona. The Government Middle girls' schools at Thana, Nasik and Ahmednagar are very popular and have to turn away a number of applicants for admission every year. There is no doubt that, if Government finances permitted them to convert these Government Middle girls' schools into High schools, they would be easily filled. The numbers at the Government Middle Girls' School, Bijapur, decreased slightly during the quinquennium from 75 to 72. In all the other schools, including the Anglo-Urdu Middle School, there was an increase in the numbers on the rolls. The Anglo-Urdu Middle School is making steady progress and the numbers in the lower classes are quite satisfactory. But there is a very distinct falling off in the numbers of standards IV and V which two standards were opened during the quinquennium. Consequently, Government found themselves unable to accede to the demand put forward by the Muhammadan community that this school should be converted into a High school. That there is a need for an Anglo-Urdu High School in the Province is indisputable, but until the Muhammadan community show that they are sincere in their wish for such a school by keeping their children at school in standards IV and V, Government cannot be expected to open standards VI and VII. Poverty cannot be quoted as an excuse as no fees are charged in this school.

Secondary schools General.

178. Although, as has been said above, there has been a general qualitative improvement in the education of girls, and this is also true of girls' Secondary education, girls Secondary education continues to suffer from the general apathy of the public towards female education. This attitude of the public towards girls' Secondary education deprives girls' schools of that support, both financial and moral, which is given to boys' schools with the result that it is very difficult to start a girls' school and once started to maintain the efficiency of the girls' school for the simple reason that funds are not forthcoming and parents hesitate to pay as high fees for their girls as they do for their boys. This poverty on the part of the managements of girls' schools leads to the employment of poorly paid and therefore inefficient teachers. It is true that the supply of trained women graduates is limited and that it is very difficult to induce women graduates, much less trained women graduates, to take up posts in the mofussil. The chief reason, however, for this difficulty is that the mofussil schools cannot at present compete in the matter of salaries with the girls' schools in Bombay and other large towns. The present output of women graduates and trained graduates can easily be absorbed in the girls' schools in Bombay, Poona and other large towns. If, however, this output was increased, particularly the output of trained teachers, it is likely that the demand in Bombay and other big towns would soon be satisfied and the residue could then be employed in the mofussil. It must, however, be remembered that, however great the supply of trained women teachers, social conditions make it necessary for them at present to demand

and need a higher rate of salary than the men teachers. Facilities in the matter of lodging and boarding must, therefore, be made available for women teachers, if they are to serve in the mofussil on the same rates of salary as men teachers do. With an increase in the number of qualified and trained teachers in girls' schools there is no reason whatever why the general standard of girls' education should not rise, and it is to be noted that the tone and work of such schools, where it has been possible to secure a good Head Mistress and some good Assistant women teachers, have improved enormously.

Primary Education.

179. The number of Primary schools increased by 55 to 1,478 and the pupils in them by 31,562 to 176,217. As compared with the previous quinquennium the increase in the number of pupils is almost the same, but it is to be noted that the number of new schools opened during this quinquennium was very much less than that of the schools opened during the previous quinquennium. It follows from this, therefore, that the proportion of girls in boys' Primary schools has risen considerably during this quinquennium. The position of girls' Primary education in the various Divisions is given in the following table :—

	Number of pupils.		Increase percentage.	Percentage to female population.	Increase percentage in Boys' schools.
	1931–32.	1936–37.			
Bombay Division ..	40,722	50,420	23·8	2·1	22·1
Central Division	36,975	47,020	27·2	1·5	12·2
Northern Division	42,874	51,493	20·1	3·4	12·1
Southern Division	24,084	27,284	13·3	1·6	4·0
Total ..	144,655	176,217	21·8	2·0	12·9

It will be seen that in Primary education, as in all types of women's education, the Southern Division lags far behind the other three Divisions. Attention is also invited to the wastage table in Chapter VII from which it will be seen that the wastage in girls' Primary schools is very much greater than that in boys' Primary schools. The reason for this is fairly obvious, viz. that parents feel that there is less need for their girls to be educated than their boys and also because the girls are more useful in their homes than boys are.

Primary School Leaving Certificate Examination for girls.

180. In 1936-37, 5,347 girls appeared for the Primary School Leaving Certificate Examination for girls, including the Urdu Final, and 2,013 passed. The figures for 1931–32 were 2,681 and 1,284. It is, however, to be noted that the results for 1936-37 do not compare favourably with those for the other years of the quinquennium,

the figures for 1935-36 and 1934-35 being 4,863 and 4,218 appeared and 2,034 and 1,949 respectively passed. As yet no steps have been taken to extend the present girls' Primary course to the 7th standard owing to lack of funds. There is no doubt, however, that this step is a very necessary one if only for the sake of those girls who intend to become teachers and join the Training colleges. Six Primary standards do not provide sufficiently good educational background for the Training college course.

Co-education in Primary schools.

181. It has been seen that there are a very large number of girls attending boys' Primary schools. The majority of these, however, will be found to be studying in the infants or first four standards of a Primary school where co-education is generally recognised to be good. The number of girls in standards V, VI and VII that are studying in boys' schools is of necessity very small, since the Primary School Leaving Certificate Examination course for girls is a different one from the Primary School Leaving Certificate Examination course for boys, so that nearly all the girls studying in standards V and VI are studying in separate girls' schools. It is true that a few girls (393 in the whole Province) were to be found in standard VII at the end of the quinquennium but this is a very small number as compared with the total number of girls studying in Primary schools. The majority of these 393 girls are likely to have been studying in village schools where no girls' school teaching up to standard VI was available.

Curriculum.

182. The Departmental curriculum based on the University Matriculation Examination is followed in most of the Secondary schools for girls. At this examination girl candidates are allowed to offer Domestic Science as an alternative to Science, but it has been found that this option is not very often taken advantage of. One reason for this is that very few girls' schools, and still fewer boys' schools to which girls are also admitted, have the necessary equipment for the teaching of Domestic Science. Another reason is that Domestic Science is not one of the subjects prescribed for the First Year Arts examination; and lastly it is to be regretted that there are very few competent men in Domestic Science available for employment as teachers. A few of the better schools, however, are taking up Domestic Science and the attitude towards the teaching of this subject has improved considerably during the quinquennium. Drawing and Music form part of the regular curriculum in most girls' schools.

The full Primary course for girls' schools is the same as that of boys' schools except that there are only 6 Primary standards in girls' schools and there are slight differences between the girls' course for standards V and VI and the boys' course in standards V and VI. In the present syllabus Domestic Economy, Needle-work, Nature Study, School-Gardening, Drawing, and Hand-work are prescribed as optional subjects. Under the proposed revised syllabus, in addition to Nature-Study, Domestic Economy, Needle-work, Drawing and Hand-work are made compulsory activities in girls' schools. Under Domestic Science is included Hygiene. In fact one of the chief features of the proposed new

syllabus is that considerably more attention has been paid to girls' education.

Physical Instruction.

183. More interest is now being taken in Physical education nowadays. The lack of trained teachers, however, has prevented this activity being as efficacious as it might be. Nevertheless, in nearly all girls' Secondary schools there are regular periods for games and the same remark applies to bigger girls' Primary schools. A certain amount of drill both of the *Namaskar* type and also of the Western type is done in girls' Primary and Secondary schools, particularly in the cities.

Medical Inspection.

184. Medical inspection, which is a very necessary adjunct of physical education, is carried out systematically in very few schools. In some of the larger Secondary schools there is a regular medical inspection of school children and records are kept, but owing to lack of money this practice is an exception rather than a rule, while in Primary schools it is only in Bombay City that a regular medical inspection of Primary school children is carried out. One of the most important prerequisites of any system of physical education is that the children concerned should, when in school, be living under healthy conditions. As things are at present, in a number of Primary schools the accommodation is so unsuitable both from the point of view of space, ventilation and sanitation that attendance at school is, from the health point of view, probably doing more harm than good. Moreover, in those schools where the teaching is of the mechanical type and consists in memorising and learning rather than in doing, the girls are deprived of the normal physical activities which would be their lot if they remained at home or had to help their parents in the fields. It would seem obvious, therefore, that the first step in the matter of physical education is to see that the normal school life of the children in class is one which gives them full facilities for exercising their bodies as well as their minds. This means that they should not be kept sitting for long periods of time without any break. Cleanliness and hygienic habits should not only be taught but should also be practised in school, and, whether there is a medical inspection by a Doctor or not, teachers should carefully watch the physical welfare of the pupils under their charge. Some progress in this direction can be noticed and it is also to be noticed that teachers are beginning to realise the importance of games for girls. This is probably due to the stress laid upon physical education in the Training college syllabus, which was introduced during the quinquennium, and to the attempts made by officers of the Department through the Refresher courses to arouse interest both of serving teachers and of teachers under training in this subject. Until, however, there is a regular cadre of trained physical instructors in this Province, progress in physical education must, of necessity, be slow.

Teachers and Training.

185. As mentioned in paragraph 178 there is still a great shortage of well-qualified and trained teachers for girls' Secondary schools. During the quinquennium the number of women teachers in Primary schools of all

sorts increased from 4,296 to 5,416. Of these 5,416, 2,816, or 52·0 per cent., were trained, as opposed to 54·4 per cent. in 1931-32. The following table gives the details of the trained and untrained women Primary teachers in Government, District Local Board, and Municipal schools in the different Divisions of the Province :—

	Trained.				Untrained.			Grand Total.
	III Year.	II Year.	I Year.	Total.	Qualified.	Unqualified.	Total.	
Bombay Division. ..	188	176	258	622	383	229	612	1,234
Percentage to total ..	15·2	14·3	20·9	50·4	31·0	18·6	49·6	100·0
Central Division ..	114	152	254	520	444	67	511	1,031
Percentage to total ..	11·1	14·7	24·6	50·4	43·1	6·5	49·6	100·0
Northern Division ..	252	155	262	669	380	24	404	1,073
Percentage to total ..	23·5	14·4	24·4	62·3	35·4	2·3	37·7	100·0
Southern Division ..	87	94	171	352	173	44	217	569
Percentage to total ..	15·3	16·5	30·1	61·9	30·4	7·7	38·1	100·0
Total ..	641	577	945	2,163	1,380	364	1,744	3,907
Percentage to total ..	16·4	14·8	24·2	55·4	35·3	9·3	44·6	100·0

These figures compare very favourably with the figures of trained and untrained male teachers. It must, however, be remembered that, although conditions vary from district to district, there are a very large number of girls' schools and classes that are still in the hands of male teachers. The Department has been trying to remedy this state of affairs but has, it is regrettable to relate, met with a certain amount of opposition in certain districts where the authorities seem to prefer to appoint men who have passed the Primary School Leaving Certificate Examination in vacancies in girls' schools in spite of women being available. As a result of this, such Local Authorities do not depute enough women teachers who have passed the Primary School Leaving Certificate Examination or candidates to the women's Training colleges, on the ground that their percentage of trained to untrained women teachers is sufficiently high. One of the difficulties which face the Department and the Local Authorities is that it is very often difficult to post women teachers to isolated places or even outside their own Taluka. This accounts for the fact that a number of Local Authorities find it necessary to recruit men teachers for girls' schools. As, however, conditions in the villages and means of communications improve, this difficulty is less likely to be experienced.

For the training of women teachers, there are 15 Training colleges. Of these, four are Government Training colleges, viz. at Poona—the Training College for Women (Marathi) and the Urdu Training College for Women, at Dharwar—Training College for Women (Kanarese) and at Ahmedabad—Training College for Women (Gujarati). Of the recognised Training colleges, two are situated in the Northern Division and teach through the medium of Gujarati; three are situated in Bombay City (one Urdu, one Marathi, one Gujarati) and six are in the Central Division, one of which teaches through the medium of Urdu, and the other five through the medium of Marathi. Of the 5 recognised Training institutions in the Central Division, one is a Kindergarten Training College. It will thus be seen that the facilities for the training of women teachers compare very favourably with those for training men. The number of women teachers under training in all these institutions was 813, as against 681 in 1931-32. The course extends over 3 years, the first two years of this being a continuous course. Further remarks on Training institutions for women will be found in Chapter VIII.

Special Institutions.

186. The number of special institutions for girls in 1936-37 was 30. These are intended mainly for grown up girls and women and provide varied facilities for industrial and vocational training in needle-work, laundry, tailoring, embroidery, etc.

School buildings.

187. Most of the remarks made on the subject of school buildings for Boys' Primary schools and Boys' Secondary schools apply also to girls' Primary and Secondary schools. There has, however, been a slight improvement in the matter of Girls' Secondary school buildings. Some of the recently opened schools in the mofussil, for example, the Seva Sadan Secondary School, Sholapur, and the Kamlabai Girls' School, Dhulia, have been provided with excellent buildings, but since it is difficult to raise funds for Girls' schools, schools find it very difficult to afford good buildings.

Inspection.

188. There are three Inspectresses of Girls' schools—one for Bombay and the Northern Division, one for the Central Division and the Bombay Division and one Inspectress of Urdu Girls' Schools who works in the Central Division and the Bombay Division. The Inspectresses have no administrative duties. They inspect Girls' Secondary schools and a certain number of Primary schools and act as advisers to the Divisional Inspectors in the matter of Girls' education. The need for more Inspectresses is very greatly felt. At least one per Division is an immediate necessity, and each should have an assistant since the duties and responsibilities of the Divisional Inspectors are increasing yearly and likely to increase even more.

189. The foregoing paragraphs show that although the education of girls lags far behind that of boys, there has been a general awakening among the public to the importance of girls' and women's education. The various Conferences of women held in this Province during the quinquennium have rivetted the attention of leaders in public life on this subject and they made it clear that much of the money now spent on boys' and men's education will be wasted unless the education of women is brought up to the same level of that of men.

Conclusion.

CHAPTER XIII.

Anglo-Indian and European Education.

Introduction.

190. European education continued to be a "reserved" subject during the quinquennium under review and accordingly separate provision was made for it in the Educational budget.

On April 1st, 1936, however, Sind was separated from the Bombay Province and the control of Anglo-Indian and European Education in the Province of Sind was transferred to the Government of Sind, the inspection of European schools in Sind remaining however in the hands of the Inspector of European Schools, Bombay Province. As from April 1st, 1937, when the new constitution was inaugurated and the Bombay Province became an autonomous province, European education was transferred to the control of the provincial Government, subject to certain limitations, as provided in the Government of India Act. Thus from April the 1st, European education ceases to be a "non-transferred" subject. As a result of a recommendation of a sub-Committee of the Round Table Conference that each province should establish an advisory board for Anglo-Indian and European education, a Provincial Board for this Province was constituted in 1934. The Board held 9 meetings during the quinquennium. The constitution of the Board is as follows :—

1. The Honourable Minister in charge of Anglo-Indian and European education is President.

2. The Director of Public Instruction is Vice-President, and

3. The Inspector of European Schools is Secretary. In addition to these official members, there are 10 non-official members—

One representing the University of Bombay.

Three representatives of teaching profession.

Three representatives of the Anglo-Indian and European community, and

Three representatives of European and Anglo-Indian School Managements.

These non-official members hold office for 3 years.

The function of the Board is to make recommendations to the Inter-Provincial Board for Anglo-Indian and European Education with regard to courses of instruction, examinations, conditions of recognition and regulations for the administration of Anglo-Indian and European schools. Its other functions are to make recommendations to the Government of Bombay in order that effect may be given to the recommendations of the Inter-Provincial Board. It has the right also

to examine the Anglo-Indian and European section of the Provincial Education budget and can submit to the Provincial Government its views on any matter concerning Anglo-Indian and European Education.

European schools are intended principally for European children of pure or mixed descent but are allowed to admit non-Europeans to the extent of 30 per cent. of the number on the rolls. Schools that exceed this limit of 30 per cent. are classed as English-teaching schools in this Province and are governed by the rules of the Grant-in-Aid Code which also governs the Secondary schools. English-teaching schools have, therefore, been dealt with in the Chapter on Secondary education along with Secondary schools.

European schools are governed by a separate Code of Regulations for such schools. No alterations in this Code or in the syllabuses of study under the Code have been made during the quinquennium. The Provincial Board however has, under consideration, a number of amendments but has decided to let these amendments wait until the Inter-Provincial Board has taken up the co-ordination of syllabuses of European and Anglo-Indian schools throughout India.

Institutions and pupils.

191. The following table shows at a glance the number of European schools and the number of European and non-European pupils studying in European schools on the 31st of March, 1932, and 1937, respectively :—

Year.	Number of Schools.	Total number of European pupils.	Total number of non-European pupils.	Total number of pupils in European schools.
1931-32	34	3,863	1,176	5,039
1936-37	32	4,032	1,227	5,259

As can be seen, the total number of institutions has gone down from 34 to 32 owing to the closure of the Convent High School, Parel, and the G. I. P. Railway School, Igatpuri. On the other hand the number of pupils, both European and Anglo-Indian, has increased. This gradual concentration of pupils in a smaller number of schools is to be welcomed, as it makes for economy and efficiency. Nevertheless more could be done in this direction than has been done.

It will also be seen that non-Europeans are taking increasing advantage of the permission granted them to join European schools, the number of non-European pupils having increased from 1,176 to 1,227.

A reference to Appendix I at the end of the Report will show the number of European pupils in the various kinds of educational institutions in this Province. The total European population of this Province according to the census of 1931 was 32,204, while the total

number of European pupils in all kinds of educational institutions was 16·0 per cent. as against 15·4 per cent. at the end of the last quinquennium.

Management.

192. There are no Government European schools in this Province but all schools are aided. The 32 European schools, including one commercial school and two Training institutions, are managed by different Missions or Railway Companies as under :—

1.	Roman Catholic ..	8	(including one Training institution).
2.	Z. B. & M. Mission ..	1	
3.	Methodist Episcopal Mission ..	1	
4.	Church of England ..	14	(including one Training College and one Commercial school).
5.	Church of Scotland ..	1	
6.	Schools managed by Railway Companies.	7	(All primary schools).

Expenditure.

193. The total expenditure on European education, both direct and indirect, decreased from Rs. 12,95,133 in 1931–32 to Rs. 12,88,364 in 1936–37. The following table shows the various sources from which the total expenditure was met in 1931–32 and 1936–37 :—

	1936–37.		1931–32.	
	Amount.	Percentage to total.	Amount.	Percentage to total.
	Rs.		Rs.	
Government Funds ..	4,83,511	37·5	4,71,891	36·4
Board Funds	2,000	0·2	....	....
Fees	6,08,954	47·3	5,38,329	41·6
Other sources	1,93,899	15·0	2,84,913	22·0
Total ..	12,88,364	100·0	12,95,133	100·0

The fresh item of Rs. 2,000 from Board funds is due to the decision of the Poona Cantonment to pay a grant towards Secondary education. It will be seen from Table VII at the end of the report that there has been on the whole an increase in the total indirect expenditure, which has gone up from Rs. 3,89,638 to Rs. 3,98,233. This is due largely to the increased amount spent on school buildings as well as on hostels attached to European schools and it is to be noted that in the year 1936–37 Rs. 36,903 were paid in building grants, as against Rs. 5,361 in the year 1931–32.

War grants.

194. War grants continue to be paid to the children of European and Anglo-Indian Soldiers (combatant or non-combatant) who were killed or incapacitated while on active service. The total allotment sanctioned for this purpose was reduced from Rs. 7,600 to Rs. 4,000.

Higher education.

195. There are no separate colleges for Europeans or Anglo-Indians in this Province. In the year 1936–37 there were 41 Europeans in Arts Colleges, 15 of whom were girls, and 5 in Professional Colleges as against 34 (including 9 girls) and 3 respectively in the year 1931–32.

Secondary education.

196. The following table compares the number of European Secondary schools and the pupils in them in 1931–32 with those in 1936–37 :—

	Schools.		Pupils.	
	1931–32.	1936–37.	1931–32.	1936–37.
High .. { Boys ..	6	6	1,377	1,532
.. { Girls ..	12	12	2,614	2,699
Middle .. { Boys ..	10	6	694	506
.. { Girls ..	3	5	258	382
Total ..	31	29	4,943	5,119

In this connection it may be noted that one High school for girls, viz. the Convent High School, Parel, was closed for want of sufficient numbers, while the Convent Middle School, Igatpuri, was raised to full High school status during the quinquennium.

The total direct expenditure during the year 1936–37 on European Secondary schools was Rs. 8,40,683, of which Rs. 3,22,042 was met from Provincial funds, Rs. 4,17,689 from fees, Rs. 2,000 from Board funds, Rs. 18,167 from Endowments, and Rs. 80,785 from other sources. In this connection it may be noted that the direct expenditure of European Secondary schools for the year 1931–32 (excluding Sind) was Rs. 8,65,073, Rs. 3,23,705 being met from Provincial revenues.

The average cost of educating a pupil in a European Secondary school and the sources from which it was met are given in the following table :—

	1931–32.		1936–37.	
	Cost.	Percentage to total.	Cost.	Percentage to total.
	Rs.		Rs.	
Government Grant	66·1	37	65·5	38
Fees	75·9	43	85·0	50
Other Sources	34·5	20	20·5	12
Total ..	176·5	100	171·0	100

These figures show that the average cost of educating a pupil in a European school has decreased from Rs. 176·5 to Rs. 171·0 and that the percentage derived from private funds still remains in the neighbourhood of 60. The rates of monthly fees in European schools are given below :—

Standard.	Minimum	Maximum.
	Rs. a. p.	Rs. a. p.
Infants	1 0 0	10 0 0
I	1 0 0	12 0 0
II	2 0 0	12 0 0
III	2 8 0	12 0 0
IV	3 0 0	12 0 0
V	5 0 0	12 0 0
VI	5 8 0	15 0 0
VII	6 0 0	15 0 0
VIII	6 8 0	15 0 0
IX	6 8 0	15 0 0

It can thus be seen that parents of European children are making a very fair contribution to the cost of educating their children.

Curriculum.

197. European schools follow a special curriculum laid down in the Code of Regulations for European schools in 1910. The preparation for the Cambridge examination has a very large influence on the curriculum and in consequence there is a high degree of uniformity in the matter of curricula and courses amongst European schools. It is possible and likely that the findings of the Inter-Provincial Board for Anglo-Indian and European Education, whose proposal to co-ordinate the curricula throughout India has recently been accepted by the Bombay Provincial Board for Anglo-Indian and European Education, will lead to a little more elasticity in the curriculum and, among other things, solve the difficulty which is sometimes experienced in the case of children passing from Standard IV of primary schools (e.g., Railway schools) to full High schools.

Increasing attention is being paid to domestic work in girls' schools, 5 of which offer regular courses within the school time-table. Needlework which also forms part of the curricula of girls' schools is taught in almost all the European girls' schools. Boys usually take science as an optional subject and almost all the boys' High schools are equipped with science laboratories.

198. The Commercial School maintained by the Young Women's Christian Association, Bombay, has been doing good and useful work. Girls from European schools whose circumstances do not permit them to pay for higher education attend this commercial school, where they are trained in Shorthand, Typewriting, Book-keeping, etc. Regular examinations are held every year and the girls who are successful get employment in various business houses. The school had 36 girls on rolls in 1936-37, of whom 30 were Europeans, as opposed to 35 and 32 in 1931-32.

Special Education.

199. The following statement gives the figures of trained and untrained teachers :—

Teachers.

Teachers.	1931–32.			1936–37.		
	Trained or qualified.	Untrained.	Total.	Trained or qualified.	Untrained.	Total.
Men ..	32	27	59	38	23	61
Women ..	190	90	280	209	49	258
	18*	2*	20*	15*	2*	17*
Total ..	240	119	359 45 graduates.	262	74	336 21 graduates.

*From Training and special Institutions.

As can be seen, the number of both trained and qualified teachers has increased steadily throughout the quinquennium and it must be noted particularly that the number of untrained women teachers shows a most commendable decrease. The decrease in the number of graduates is due to the fact that the managements of European schools have found that teachers possessing either the B.E.S.T.D. or the B.K.T.C. are on the whole more satisfactory than untrained graduates. The average pay of a teacher in a European school comes to Rs. 165, as opposed to Rs. 161-8-0 in 1931-32. This figure, however, covers the pay of teachers of varying qualifications and whose conditions of service and seniority are also very different. For instance, teachers recruited in England by the Anglo-Scottish Education Society are engaged on 4 years' agreements with a starting pay of Rs. 400 per mensem rising to Rs. 500 per mensem for men and Rs. 300 per mensem to Rs. 400 per mensem for women. At the other end of the scale are to be found untrained assistant mistresses who do not usually get more than Rs. 80 per mensem while there are also, particularly in missionary schools, a

number of teachers belonging to religious Orders who receive only nominal salaries.

The pay of Heads of European schools ranges from about Rs. 400 to Rs. 1,400 per mensem.

Teachers in many European schools are provided with board and lodging—normally in return for an agreed deduction from their salaries. Eighteen schools have introduced Provident Fund schemes for their employees, 8 of them, viz. the Railway schools, having their own Railway Provident Fund. The schemes introduced by the other 10 institutions have been sanctioned by Government, and, for purposes of calculation of grant-in-aid, expenditure on Provident Fund contributions is admitted for Government grant. Two other schools have under consideration the introduction of a Provident Fund scheme.

Training of Teachers.

200. There has been no change in the number of Training Institutions during the quinquennium. During the quinquennium, the Normal Class attached to the Convent High School, Clare Road, Byculla, was allowed to present candidates for the B.E.S.T.D. and for the B.K.T.C. examinations. St. Mary's Training College, Poona, continues to prepare students for those examinations. The Normal Class attached to the Convent High School also presents candidates for the S.T.C. examination, but, since the inception in that school of the B.E.S.T.D. class, the number of candidates presented for the S.T.C. examination has shown a steady decrease. Government have provided 15 stipends of Rs. 40 per mensem for each student under training at St. Mary's Training College, Poona, and 5 stipends at Rs. 40 per mensem for students at the Convent Normal Class, Clare Road, Byculla. This disparity is due to the fact that in the beginning the Convent Normal Class, Clare Road, decided against preparing students for the B.E.S.T.D. and B.K.T.C. examinations.

Although an additional wing was erected at St. Mary's Training College during the quinquennium to provide accommodation for the growing numbers in the College, further extension of the buildings is still necessary.

The ordinary grant to the St. Mary's Training College, Poona, remained at the figure of Rs. 7,200 per annum, and that of the Normal Class, Clare Road, Byculla, remained at Rs. 3,000 per annum.

The total number of students under training in these two institutions on the 31st of March, 1937, was 104 as against 61 in 1932.

There are no European Training institutions for men in this Province. Candidates for training are required to go to the Chelmsford Training College, Ghoragalli in the Punjab. During the last quinquennium 3 candidates from this Presidency were sent for training with stipends of Rs. 60 per mensem, and two of them completed the training and got diplomas.

201. The Cambridge Local Examinations continue to be held in December every year at various centres in this Province, viz. Bombay, Poona, Panchgani, and Deolali. The results of these examinations are given below :—

Examinations.

	1931-32.			1936-37.		
	Number sent up.	Number passed.	Percentage.	Number sent up.	Number passed.	Percentage.
Cambridge School Certificate.	197	120	60·9	174	87	50·0
Junior ..	246	126	51·2	193	123	63·7
Preliminary ..	88	67	76·1	54	43	79·6

As can be seen, except for the preliminary examination which is tending to lose ground in schools, the number of candidates for the Cambridge Local Examinations shows a steady tendency to increase. Those who pass the Cambridge School Certificate Examination are entitled to admission to Colleges affiliated to Home Universities or to professional institutions provided they fulfil the conditions laid down in individual cases. This examination is also considered equivalent to the Matriculation of the University of Bombay provided that the candidate who wishes to take advantage of this equivalence has passed in English, an additional language, Geography, Mathematics and one other subject. Candidates who fulfil these requirements find no difficulty in securing admissions to institutions for higher education in India. Two points in connection with this examination are worthy of note—

(1) The growth in the number of entries for the Oral examination in French (both Junior and Senior Cambridge Certificate), the average number of entries during the quinquennium at both stages being 95. In the previous quinquennium, there had been no candidates.

(2) Increasing attention was paid during the quinquennium to Indian languages, the Inter-Provincial and Provincial Boards for Anglo-Indian and European Education having recently recommended that the teaching of an Indian language should be made compulsory in the middle stage. As yet, however, there has not been enough time for many pupils to reach the examination standard, as can be seen from the figures given below :—

	Urdu.	Gujarati.	Marathi.	Hindi.
1931	2	1	1	20
1932	4	..	..	3
1933	2	1	..	5
1934	7	2	..	10
1935	7	6	1	3
1936	20	1	..	3

The Bombay Provincial Board for Anglo-Indian and European Education recommended to the University of Bombay that the Cambridge School Certificate Examination should be given a status higher than it has hitherto enjoyed in the University, but after consideration of the Committee of Equivalence's report the University declined to accept this recommendation.

The Cambridge Higher School Certificate examination continues to be held in July in this Presidency. Candidates are prepared for this examination at St. Mary's Training College, Poona, the Convent Normal Class, Clare Road, Byculla, the Cathedral Boys' High School, Fort, Bombay, and the Queen Mary High School, Girgaum, Bombay. During the quinquennium, 44 candidates appeared for this examination and 25 passed; the figures for 1932 and 1936 being respectively 10, 4; and 13, 11. The majority of the candidates taking this examination are candidates under training for the Bombay European Teachers' Diploma. These candidates take the Cambridge Higher School Certificate examination as an academic preparation during the course of their training.

The Departmental Kindergarten Examination continues to be held in accordance with the rules and regulations sanctioned by Government. No changes either in the rules or in the syllabus were made. One new centre was added, viz. Bangalore in addition to the three existing ones viz. Poona, Murree and Madras. The number of candidates who appeared for this examination during the year 1935–36 was 28, of whom 18 were successful as against 19 and 8 in the year 1931–32. The syllabus for this examination has been approved by the National Froebel Union, and candidates who possess the Bombay Kindergarten Teachers' certificates are exempted from taking Part I of the Higher National Froebel Union Examination, if they desire to take this examination in England.

The Bombay European Schools Teachers' Diploma Examination, which was started in 1931 with a view to improving the qualifications of non-graduate teachers in European schools and providing efficient teachers for the upper standards of European schools, continued to be held during the quinquennium. St. Mary's Training College, Poona, and Convent Normal Class, Clare Road, Byculla, prepared students for this examination. The course is a three years one and during it candidates also take the Cambridge Higher Certificate Examination. The number of candidates who appeared and passed the examination during the quinquennium was—

	Number appeared.	Number passed.
1932	4	3
1933	1	1
1934	3	1
1935	12	7
1936	11	5

These figures show that the number of candidates sitting for this examination is steadily increasing. Nevertheless a very high standard of passing is being maintained. Various modifications in the original scheme and syllabus of the examination, as first sanctioned, were introduced during the quinquennium, and it is likely that the course and the examination will attract candidates from other Provinces in India as has happened in the case of the Bombay Kindergarten Certificate.

The Secondary Teachers' Certificate examination is conducted by the Department primarily for non-graduate but Matriculated teachers from aided and recognised schools. Graduates may, however, and do sometimes appear. Very few teachers, however, from European schools, take this examination, and at present only the Normal Class attached to the Convent High School, Clare Road, Byculla, prepares candidates for it. The number of such candidates is steadily decreasing for the reasons mentioned above.

Scholarships.

202. There are two kinds of Government scholarships, viz. Senior and Junior, awarded to European scholars on the results of the Cambridge Local examinations. Five Senior scholarships of the value of Rs. 30 per mensem each are awarded every year to the first 5 successful candidates in the Cambridge School Certificate examination provided they fulfil the conditions of award. These scholarships are tenable for 4 years either in a college affiliated to the University of Bombay or any other approved University or in an approved Technical, Commercial, and Professional institution in or outside India. Ten Junior scholarships of the value of Rs. 12 per mensem each and tenable for 2 years in a European High school or in a recognised Technical or Professional institution are awarded to pupils on the results of the Cambridge Junior Local examination. As a result of the recommendation of the Provincial and Inter-Provincial Boards, the selection of scholars is made after due consideration of the income and resources of parents.

The total expenditure on scholarships both Junior and Senior was Rs. 7,370 in 1936–37, as against Rs. 7,184 in 1931–32.

School buildings and equipment.

203. Owing to the fact that during this quinquennium building grants have again become payable, new buildings have been erected by St. Mary's Training College, Poona, St. Mary's High School, Mazgaon, and the Scottish Orphanage, Mahim. It has also been possible for a number of other institutions to undertake extensive repairs.

Furniture and equipment in the Anglo-Indian and European schools is on the whole very satisfactory. Libraries are fully stocked and made good use of, while modern apparatus, in particular apparatus for visual instruction, has been introduced in many schools.

Hostels.

204. All but a very few European High schools have hostels attached to them. The following table gives comparative figures of hostels and boarders for the years 1931-32 and 1936–37 :—

1936–37.						1931–32.					
Number of Hostels.			Number of boarders.			Number of hostels.			Number of boarders.		
For boys.	For girls.	Total.	Boys.	Girls.	Total.	For boys.	For girls.	Total.	Boys.	Girls.	Total.
8	14	22	687	1,007	1,694	7	16	23	646	919	1,565

As can be seen the total number of hostels attached to the boys' schools has increased by one. The total number of hostels for girls has decreased by two. The hostel maintained by the Young Men's Christian Association, Bombay, for apprentices, since it is not attached to any school, has been omitted from these figures.

Government grants amounting to Rs. 99,967 were paid to various schools during 1936–37 for orphans and destitute children. The amount paid in 1931–32 was Rs. 1,08,412. The number of destitute Anglo-Indian and European boarders and day pupils was 597 and 195 respectively in 1936–37, as against 710 and 205 in 1931–32.

The average cost of a boarder in a European school has come down from Rs. 18–4–0 in 1931–32 to Rs. 15–12–0 in 1936–37. The total cost of a boarder, inclusive of messing charges, varies from Rs. 30 to Rs. 33 according to the type of the school. Hill station schools charge higher fees than those in or near Bombay owing to the high cost of transport of food-stuffs.

Medical Examination.

205. European schools which have boarding houses attached to them have made some arrangements for the medical inspection of the boarders. About 8 schools, however, provide, regular medical examination at regular intervals, a record being kept and filed in the school. Railway schools are inspected annually by the Company's District Surgeons.

Physical Training.

206. Games, Sports, Boxing, etc., continue to form a part of the curriculum of most schools. Nearly every school has a Master or Mistress well qualified or especially interested in this aspect of school activities. Nearly all schools of any size have either scouts, guides, wolf-cubs or blue-birds. In the bigger boys' schools, there are Cadet Corps.

Religious and Moral instruction.

207. Religious instruction, although not inspected or reported upon by the Inspecting officer, is included in the curriculum of every school, and in Roman Catholic schools separate periods are set aside for Moral instruction.

General.

208. A slight improvement in the financial situation, particularly during the latter part of the quinquennium, has made educational improvement and progress possible. All European schools receive the full maintenance grants at the rate of one-third of their admitted expenditure as laid down in the Code. In addition to this, almost all European schools, except Railway schools, received supplementary grants, while a number as specified above also received building grants. The improvement in the standard of work is due to the increased attention paid by Managements and heads of institutions to the valuable suggestions made by the Inspector of European Schools and also to the increased number of trained teachers turned out by the two Training colleges and afterwards employed in schools. The specialist teachers system which the Inspector endeavoured to introduce during the last quinquennium has been extended to a majority of schools with beneficial results. The increasing interest of the teachers in their work has also been a factor making for progress and can be judged by the attendance at the two Refresher Courses held and organised for European and English-teaching schools in the Barnes High School, Deolali, by the Inspector of European Schools. The first course held in January, 1932, was attended by 86 teachers of which 50 were from European schools, the second course held in January, 1935, was attended by 197 teachers, of which 80 were from European schools. In fact it was due to their enthusiasm as demonstrated at the second course that it was possible for the Teachers' Evening Institute to be established in February, 1935. This Institute held by the courtesy of the Anglo-Scottish Education Society in the Cathedral High School, Bombay, has been in existence continuously since February, 1935, with an average enrolment at each session of over 100. It is noteworthy that these evening institute classes are self-supporting and involve no cost to Government. In short it may be said that the quinquennium has been a period of all round progress. This does not mean to say that there is not still room for considerable improvement and that the tendency noticed and adverted upon in the last Report to produce an artificial standard of attainment in pupils is not still noticeable.

CHAPTER XIV.

Education of Muhammadans.

209. According to the census of 1931 the Muhammadan population of the British Districts of the Province is 1,583,259, out of a total population of 17,916,318, or 8·8 per cent. The total number of Muhammadans under instruction in all classes of institutions in 1936–37 was 183,036 which represents 13·7 per cent. of the total number of pupils of all communities. The following table shows the increase in the number of Muhammadan pupils compared with the increase in the number of pupils of all communities during the last 4 quinquennia :—

Year.	Number of Muhammadan pupils.	Percentage increase during the previous Quinquennium.	Pupils of all communities.	Percentage increase during the Quinquennium.
1921–22	115,592	....	833,399	....
1926–27	139,469	21·5	1,012,270	21·5
1931–32	164,462	17·9	1,152,896	13·9
1936–37	183,036	11·3	1,335,889	15·9

It will be seen that in the quinquennium under review the percentage increase in the case of Muhammadans was 11·3, against 15·9 in the case of all communities. The corresponding percentage increase in the case of Intermediate and Backward Hindus respectively was 15·7 and 9·2.

Number of Muhammadan pupils.

210. The number of Muhammadan pupils under instruction in all classes of institutions increased from 164,462 in 1931–32 to 183,036 in 1936–37, or an increase of 11·3 per cent. during the quinquennium. Of this number, 168,320 were in recognised institutions, against 153,535 in 1931–32, and 14,716 in unrecognised institutions, against 10,927 in 1931–32. The following table compares the increase in the number

of Muhammadan pupils in recognised institutions in different Divisions :—

	Number of Muhammadan pupils in Recognised Institutions.		Percentage of Muhammadan pupils to total pupils of all classes in such institutions.		Percentage of Muhammadan population to total population.
	1931–32.	1936–37.	1931–32.	1936–37.	
Bombay Division ..	42,584	47,974	14·7	13·5	8·6
Central Division ..	38,752	41,794	10·5	9·9	6·2
Northern Division ..	38,236	44,664	15·6	15·9	11·6
Southern Division ..	32,795	32,530	15·8	14·9	11·2
European and English teaching Schools.	1,168	1,358	6·0	6·6	..
Total ..	153,535	168,320	13·6	13·0	8·8

It will be seen that, although there has been an increase in all Divisions except the Southern Division, the percentage of Muhammadan pupils to the total pupils of all communities in recognised institutions has fallen in Bombay, Central and Southern Divisions, while that in Northern Division shows a slight increase. In this connection it must be borne in mind that this percentage is considerably higher than the percentage of Muhammadan population to the total population.

Comparison with other communities.

211. The following table shows the percentage of pupils in each Division from the various communities to the population of each :—

	HINDUS.				Muhammadans.	Others.	Average for all communities.
	Advanced.	Intermediate.	Backward.	Average for Hindus			
Bombay Division ..	20·3	5·1	3·5	6·4	11·2	12·8	7·1
Central Division ..	20·7	6·2	3·6	6·5	10·9	13·7	6·9
Northern Division .	37·3	6·4	5·2	8·6	15·7	11·1	9·6
Southern Division ..	13·7	5·6	4·1	6·0	8·4	9·7	6·3
Total ..	22·0	5·8	3·9	6·7	11·6	14·4	7·5

It will be seen that while the Muhammadans are decidedly in advance of the Intermediate and Backward Hindus and their percentage is much higher than the percentage of all communities or of Hindus as a whole, they are still behind the Advanced Hindus.

Expenditure.

212. It is not possible to calculate the expenditure on Muhammadan education with accuracy, as about 29·5 per cent. of the Muhammadan pupils attend ordinary schools. The expenditure may, however, be roughly estimated at Rs. 48,70,000, of which Rs. 20,14,000 was met from Provincial funds. The expenditure on institutions specially intended for Muhammadans in 1936–37 was Rs. 25,87,352, of which Rs. 11,06,782 was borne by Government.

Stages of Instruction.

213. The following table shows the number of Muhammadan pupils in different classes of institutions in 1931–32 and in 1936–37 :—

	Pupils in		Percentage increase or decrease.
	1931–32.	1936–37.	
Arts Colleges	455	488	+ 7·3
Professional Colleges	187	172	— 8·0
Secondary Schools	8,372	10,202	+21·9
Primary Schools	140,991	154,777	+ 9·8
Special Schools	3,530	2,681	—24·1
Total ..	153,535	168,321	+ 9·6
Unrecognised institutions ..	10,927	14,716	+34·7
Grand Total ..	164,462	183,036	+11·3

Higher Education.

214. The number of Muhammadan students in Arts colleges increased from 455 to 488, and that in Professional colleges decreased from 187 to 172 during the quinquennium. The following table gives the percentage to population for Muhammadans attending these institutions compared with other communities for 1931–32 and 1936–37 :—

	HINDUS.				Muhammadans.	Others.	Average for all communities.
	Advanced.	Intermediate.	Backward.	Average for Hindus.			
Higher Education.							
1931–32 ..	0·55	0·01	0·003	0·05	0·04	0·29	0·06
1936–37 ..	0·65	0·01	0·004	0·06	0·04	0·38	0·07

The number of Muhammadan students who passed the various University examinations in 1936–37 is given below :—

Examination.	Number passed.	
	1931–32.	1936–37.
M.A.	3	3
B.A. (Honours)	24	36
B.A. (Pass)	30	43
B.Sc.	7	8
M.Sc.	..	2
LL.B.	16	15
M.D.	1	..
M.B.B.S.	8	11
B.E. (Civil)	8	..
B.E. (Mechanical)	..	1
B.E. (Electrical)	..	2
B.T.	4	4
B.Com.	2	4
B.Ag.	2	3
Intermediate Arts	53	61
Intermediate Science	25	18
Intermediate Commerce	5	6
Intermediate Agriculture	4	1
First Year Sc. (Agriculture)	..	3
Matriculation	258	300

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These figures show that the Muhammadans are now taking to higher education in larger numbers than was formerly the case. They are assisted to a great extent in this by the special facilities provided by Government in the form of scholarships and reservation of places. In Government Professional colleges 10 per cent. of the places are reserved for Muhammadans. The scholarships given by Government to Muhammadan students in Arts and Professional colleges are given in the following table :—

Arts Colleges.	Professional Colleges.		
	College of Engineering.	College of Commerce.	Law College.
42 Scholarships of Rs. 15 each. (10 sets of scholarships tenable for four years and 2 scholarships tenable for one year).	9 scholarships of Rs. 30 each. (3 sets of scholarships tenable for three years).	3 scholarships of Rs. 25 each. (1 set of scholarships tenable for three years).	6 scholarships of Rs. 20 to Rs. 25 each. (3 sets of scholarships tenable for two years).

In addition to these Government scholarships, there are various other scholarships paid from endowments provided by Muhammadan benefactors. Details of these are given below :—

—	Amount of the Fund.	Total number of scholarships.	Value of each scholarship.	Where awarded.
	Rs.		Rs. per month.	
Sir Mahomed Yusuf Scholarship Fund.	2,43,600	26	30	Ismail College, Andheri.
Kazi Shahabuddin Scholarship Fund.	1,48,500	20	15	Arts Colleges and the Sawantwadi State.
Sir Currimbhoy Ebrahim Scholarship Fund.	2,51,400	6	70	Royal Institute of Science.
		12	30	
Saiyid Saiyidmiyan Ahmedmiyan Kadri Scholarship Fund.	25,200	1	15	Gujarat College (Junior B.A. Class).
		1	12	Agricultural College.
		1	15	Grant Medical College or College of Engineering.

The Ismail College, Andheri, opened by Government in June, 1930, continues to show steady progress. The College is provided with fine buildings occupying a commanding site on a hill and has a hostel capable of accommodating 74 students, fitted with all modern conveniences. The College is intended to provide an all-round University education, stress being laid on those branches of learning which are predominantly Muhammadan—the study of classical Arabic and Persian and of Islamic history and culture. The College was permanently affiliated to the University in the Faculty of Arts in the year 1936 and teaches Pass and Honours courses in English, Persian, Arabic, Urdu, and History and Economics, and Pass course in Sanskrit, Mathematics, and Philosophy. It also teaches Science up to the Intermediate stage in Groups A and B. The College has been provided with a highly qualified staff. In addition to the special facilities provided by Government, leading members of the Muslim community have also generously placed at the disposal of the Principal a sum of money to enable him to award scholarships to Muhammadan students. The College is open to all communities, though preference is given to Muslim candidates. The number of students in the College increased during the quinquennium from 201 to 325, of whom 139 were Muhammadans, 157 Hindus and the remaining 29 others.

215. The number of Muhammadan pupils studying in recognised Secondary schools increased during the quinquennium from 8,372 to 10,202, or an increase of 21·9 per cent., against an increase of 55·6 per cent. during the last quinquennium. The following table gives the percentage of pupils to population for Advanced, Intermediate, and Backward Hindus and for Muhammadans in Secondary schools in 1931-32 and in 1936-37 :—

Secondary Education.

	Hindus.				Muhammadans.	Others.	Average for all communities.
	Advanced.	Intermediate.	Backward.	Average for Hindus.			
Secondary Education.							
1931-32 ..	3·41	0·18	0·06	0·42	0·53	4·11	0·58
1936-37 ..	4·33	0·24	0·07	0·54	0·64	4·40	0·71

Of the 10,202 pupils in Secondary schools, 6,966, or 68·3 per cent., were in the Middle school stage and 3,236, or 31·7 per cent., in the High school stage. There is thus still a considerable wastage. The causes of this wastage would appear to be (*i*) poverty, (*ii*) comparatively higher age at which they take up education and (*iii*). the difficulties experienced by them in coping with higher Secondary standards.

Of the 10,202 Muhammadan pupils in Secondary schools, 2,682 were in 36 Secondary schools specially maintained for Muhammadans only, as against 2,156 in 25 schools in 1931-32. The demand for more Anglo-Urdu schools and classes is growing. The Anglo-Urdu High School, Poona, has now been removed from a rented building to a commodious building of its own. The construction of this building was made possible by the liberal donation of Rs. 1,80,000 given by the Trustees of the Haji Ghulam Muhammad Ajam Trust Fund. A donation of Rs. 20,000 was also obtained from the Sir Sassoon David Trust Fund for a Hostel building. Government have themselves contributed some Rs. 14,000 towards the scheme so that by the united efforts of the Muslim community and of Government it has been possible to put up the present building which admirably meet the requirements of the school and the hostel. It is hoped that this institution will become the hub of Muhammadan education and a centre of Muslim culture. In addition to the Anglo-Urdu High Schools at Poona and Hubli, Government maintain Anglo-Urdu Middle Schools at Nasik and Sholapur. Anglo-Urdu classes have also been opened in the Government High Schools at Jalgaon and Nasik. The Anglo-Urdu Middle School for Muhammadan

Girls was opened by Government in Poona in 1929–30. In addition to this, there are English classes teaching up to Secondary standard III attached to 17 Urdu Primary schools in the Province. Persian is taught in all Government High Schools, while in 10 of them provision has been made for the teaching of Urdu also. Arabic is taught in the Anglo-Urdu High School, Poona, the G. S. High School, Jalgaon, the Government High School at Nasik and the Sorabji J. J. High School, Surat.

Hostels have been attached to the Anglo-Urdu High Schools at Poona and Hubli and separate boarding arrangements are made in hostels attached to other Government High Schools where the number of Muhammadan boarders is sufficient to justify the provision of separate kitchens. The managements of the Anjuman-i-Islam High School, Bombay, and Anglo-Urdu High School, Bhiwandi, have provided hostels for Muhammadan pupils. The Nasik Muslim Education Society maintains a small hostel for Muhammadan boys studying in Secondary schools at Nasik and the Konkan Muslim Education Society maintains a hostel at Bordi for Muhammadan boys studying in the S. P. Hakimji High School, Bordi, and the Persian teacher of the High School is generally placed in charge of the hostel. The growing demand for Secondary education among Muhammadans has been greatly helped by the special facilities provided by Government.

In all Government Secondary schools 15 per cent. of places are reserved for Muhammadans, while in the Northern Division this percentage is 20. This percentage has since been raised to 20 throughout the Province.

Free-studentships are awarded to the extent of 22½ per cent. of the number of Muhammadan pupils in Government Secondary schools. Six hundred and thirty-seven special scholarships ranging in value from Rs. 4 to Rs. 8, of the aggregate value of Rs. 42,588 have been provided by Government for Muhammadan pupils in Secondary schools. The scale at which scholarships have been provided for Muhammadans is more liberal than the one adopted for Intermediate, and Backward classes. There is one set of 7 scholarships for every 17,400 of Muhammadan population, against one set for every 63,000 of the Intermediate and 43,000 of the Backward class population.

Primary Education.

216. The number of Muhammadan pupils in Primary schools increased from 140,991 in 1931–32 to 154,777 in 1936–37, or by 9·8 per cent., against the increase of 16·6 per cent. in the last quinquennium. Of these, 114,383, or 73·8 per cent., were in 1,431 Primary schools specially intended for Muhammadans, against 14,086 in 1,415 Primary schools in 1931–32. Further details are given in Appendix II.

Wastage.

217. The distribution of Muhammadan pupils in Primary schools by standards in 1936–37 is given in the following table :—

	Boys.	Girls.	Total.
Infants	38,567	23,135	61,702
Standard I	20,381	8,969	29,350
Standard II	16,918	5,981	22,899
Standard III	13,279	3,401	16,680
Standard IV	10,898	1,940	12,838
Lower Primary ..	100,043	43,426	143,469
Standard V	4,796	561	5,357
Standard VI	2,901	418	3,319
Standard VII	2,626	6	2,632
Upper Primary ..	10,323	985	11,308
Total ..	110,366	44,411	154,777

It will be seen that 92·7 per cent. of the total number of Muhammadan pupils were in the Lower Primary stage, while only 7·3 per cent. in the Upper Primary stage. The corresponding percentages for all communities were 89·8 and 10·2 respectively.

The following table shows that of the 57,583 Muhammadan pupils in the Infant Class in 1932–33, only 12,838, or 22·3 per cent., reached Standard IV in 1936–37. The corresponding percentage for all communities was 35·7 :—

Year.	Infants.	Standard I.	Standard II.	Standard III.	Standard IV.
1932–33	57,583	..	..	..	..
1933–34	..	26,626	..	..	..
1934–35	..	..	21,173	..	..
1935–36	..	..	..	16,456	..
1936–37	..	..	..	..	12,838

218. There are two alternative courses for Muhammadan pupils in Primary schools—Urdu-Primary in which Urdu is used as the medium of instruction in all the subjects with the local language as an optional subject in addition, and the Primary-Urdu course in which all instruction is given in the local language, with Urdu as a compulsory extra language. The course to be followed depends upon the choice of the local members of the community as also the decision whether in Urdu-Primary schools the local language shall be learnt or not. The number of schools and pupils which followed each of these alternative courses in 1931–32 and in 1936–37 are given in the following table :—

Curriculum.

—	District Local Board.							
	Urdu-Primary Schools.				Primary-Urdu Schools.			
	1931–32.		1936–37.		1931–32.		1936–37.	
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.
Bombay Division ..	51	2,754	45	2,532	147	6,079	169	8,783
Central Division ..	128	6,824	146	7,982	102	3,300	90	2,948
Northern Division ..	32	2,428	28	2,070	102	6,772	122	8,079
Southern Division ..	202	11,858	180	11,899	..	..	..	..
Total ..	413	23,864	399	24,483	351	16,151	381	19,810

—	Municipal.							
	Urdu-Primary Schools.				Primary-Urdu Schools.			
	1931–32.		1936–37.		1931–32.		1936–37.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Bombay Division ..	139	16,126	157	19,228	12	724	16	1,084
Central Division ..	95	11,791	92	12,964	18	1,244	30	1,938
Northern Division ..	73	9,068	80	10,635	15	2,079	24	3,423
Southern Division ..	74	8,766	69	9,397	..	..	..	..
Total ..	381	45,751	398	52,224	45	4,047	70	6,445

It will be seen that although the number of Urdu-Primary Schools in the District Local Board area decreased by 14, the number of pupils in them increased by 619.

The number of Muhammadan boys who passed the Primary School Leaving Certificate and the Urdu Primary School Leaving Certificate Examinations in 1931–32 and in 1936–37 is given in the following table:—

	Primary School Leaving Certificate.		Urdu Primary School Leaving Certificate.	
	1931–32.	1936–37.	1931–32.	1936–37.
Bombay Division	10	38	55	100
Central Division	112	117	140	186
Northern Division	37	56	82	143
Southern Division	70	68	88	54
Total ..	229	279	365	483

It will be seen from these figures that the Urdu-Primary course is more popular than the other one. The community attaches great importance to Urdu as a linguistic bond of union among Muhammadans. On the other hand, as stated in previous reports, the necessity of learning two languages has tended to retard the progress of Muhammadan pupils. In a matter of this kind Government have been guided by the desire of the community and the Department has loyally given effect to this desire even when it felt that the material advantages of the Muhammadans would be better served in their competition with other communities by their accepting the local Language as their chief medium of instruction in schools.

Primary Teachers.

219. The number of Muhammadan teachers in the various Divisions with their qualifications is given in the following table :—

	Trained.		Untrained.						Total trained and Untrained.	
			Qualified.		Unqualified.		Total.			
	1931–32	1936–37	1931–32	1936–37	1931–32	1936–37	1931–32	1936–37	1931–32	1936–37
Bombay Division ..	419	524	284	298	226	141	510	439	929	963
Percentage to total Muhammadan teachers ..	45·1	54·4	30·6	31·0	24·3	14·6	54·9	45·6	..	..
Central Division ..	472	599	456	480	94	53	550	533	1,022	1,132

	Trained.		Untrained.						Total trained and Untrained.	
			Qualified.		Unqualified.		Total.			
	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37
Percentage to total Muhammadan teachers ..	46·2	52·9	44·6	42·4	9·2	4·7	53·8	47·1	..	..
Northern Division .	423	504	359	419	68	40	427	459	850	963
Percentage to total Muhammadan teachers ..	49·8	52·3	42·2	43·5	8·0	4·2	50·2	47·7	..	..
Southern Division .	451	452	292	320	49	39	341	359	792	811
Percentage to total Muhammadan teachers ..	56·9	55·7	36·9	39·5	6·2	4·8	43·1	44·3	..	..
Total (Bombay Province) ..	1,765	2,079	1,391	1,517	437	273	1,828	1,790	3,593	3,869
Percentage to total Muhammadan teachers ..	49·1	53·7	38·7	39·2	12·2	7·1	50·9	46·3	..	..

The percentage of trained Muhammadan teachers has increased in all Divisions except the Southern Division and also in the whole Province. This is most gratifying, as during the last quinquennium the percentage had fallen. It is also gratifying to note that whilst the total number of teachers has increased the percentage of qualified teachers has also increased.

Urdu Training Schools.

220. With a view to providing an adequate supply of trained and qualified teachers, Urdu Training schools and Central Urdu schools have been established by Government in different Divisions of the Province. There is an Urdu Training School at Poona which provides a three years' course, while a similar school at Ahmedabad teaches the First year's course. There are also three Central Urdu schools in the Thana, Kolaba and Ratnagiri Districts maintained by Government. The Urdu Training School for Women, Poona, which was some years back merely a Normal Class, has now been raised to the status of an Urdu Training College for Women with a Lady Superintendent in the Bombay Educational Service Class II and with a full-fledged Practising School attached to it.

Education of Muhammadan Girls.

221. The number of Muhammadan girls under instruction in the various kinds of institutions rose, during the quinquennium, from 38,900 to 45,263, an increase of 16·4 per cent., as compared with an increase of

30·2 per cent. during the last quinquennium. They were distributed in different classes of institutions as under :—

	1931–32.	1936–37.
Colleges	8	28
Secondary schools	465	711
Primary schools	38,265	44,411
Special Schools	162	113
Total ..	38,900	45,263

Although there has been an increase in all institutions except Special schools, the disparity between the numbers in Primary schools and in Secondary schools and colleges is still very great. With a view to encouraging Muhammadan girls to take Secondary education in larger numbers, Government opened in November, 1929, an Anglo-Urdu Girls' Middle School in Poona. This school has been gradually developed and now teaches up to Secondary Standard V. It is also housed in a suitable rented building. For lack of an adequate number of girls, further development of this school has been checked. It is hoped that Muhammadan parents will take more active interest in the school and enable the school to develope into a full High school.

The Muhammadans are very far behind the other communities. As stated in previous Reports, progress is chiefly retarded by the absence of institutions with special arrangements for purdah, by the dearth of qualified and trained mistresses and by the conservative tendency among Muhammadan parents. The Inspectress of Urdu Girls Schools, Central Division and Bombay Division reports—

"The greatest handicap to the spread of literacy among Muslim "girls is, in my opinion, the absence of qualified and trained mistresses "on the staff of Urdu Girls' schools. Owing to Purdah system "Muhammadan parents are averse to keeping their girls in schools "manned by male teachers beyond a very early age. In a very large "number of Local Board schools there are no women teachers and "where there are they are mostly untrained and are very poorly "qualified. The question of replacing men by women teachers needs "therefore the most urgent and earnest attention of the local authori-"ties in the interest of literacy. In large cities qualified girls are "becoming available but they do not like to go to villages. Special "efforts are, therefore, necessary to train village girls who will return "to their villages to teach after training."

In view of these remarks of the Inspectress, it is gratifying to note that the number of Primary schools specially maintained for Muhammadan girls has increased during the quinquennium from 303 to 322 and the girls attending them from 21,185 to 25,816. The Government Central Urdu Girls' School at Poona, which is a strictly Pardah institution has been successful in attracting a number of Muslim girls to its higher standards. The institution of the Primary School Leaving Certificate Examination for girls in 1924–25 has also gone some way in inducing Muhammadan girls to complete their Primary course. Ninety-one

Muhammadan girls passed this examination in 1937 and of these, 71 took the Urdu Primary School Leaving Certificate Examination.

Institutions specially intended for Muhammadans.

222. The number of special institution for Muhammadan boys decreased during the quinquennium from 1,185 to 1,165 and that for girls increased from 303 to 322. The total number of Muhammadan pupils attending these institutions increased from 108,802 to 118,613. Further details regarding these institutions are given in Appendix II to this Report.

Maktabs and Mulla Schools.

223. The total number of these institutions decreased during the quinquennium from 86 to 72. These institutions follow their own curriculum and give instruction in the Koran and in some cases in Urdu, Arabic, and Arithmetic also. Further details regarding these are given in Appendix III to this Report.

Condition of Muhammadan Education under the Local Authorities.

224. Special provision has been made in the Primary Education Act for the representation of minorities on the School Boards, and if the minimum representation appears to Government to be inadequate it is generally customary to nominate additional Muhammadan members.

The number of Primary schools specially maintained for Muhammadans by District Local Boards and Municipalities and the number of Muhammadan pupils attending them are given in the following table :—

		Number of schools and classes.	Number of Muhammadan pupils in		
			Schools specially intended for Muhammadans.	Other Schools.	Total.
1932.					
District Local Board ..	Boys ..	681	36,645	21,139	57,784
	Girls ..	85	3,983	1,174	5,157
Municipal ..	Boys ..	278	35,467	7,662	43,129
	Girls ..	147	13,030	1,299	14,329
	Total ..	1,191	89,125	31,274	120,399
1937.					
District Local Board ..	Boys ..	700	37,718	23,307	61,025
	Girls ..	90	4,673	1,051	5,724
Municipal ..	Boys ..	303	40,627	8,662	49,289
	Girls ..	167	17,321	760	18,081
	Total ..	1,260	100,339	33,780	134,119

These figures show that there has been an all-round increase in the number of special schools and pupils in them. They also show that within the limited finances they possess almost all the Local Authorities are doing their best.

Government Inspecting Staff.

225. In every Division there is a Deputy Inspector of Urdu Schools and in the Central and Bombay Divisions an Inspectress of Urdu Girls' Schools. These officers are in the Bombay Educational Service Class II. They have advisory powers only. The ordinary Inspecting staff is not qualified, nor has it the necessary time, to exercise effective supervision over Urdu schools or to inspect the teaching of Persian, Urdu and Arabic both in Government and non-Government Secondary schools.

Encouragement of Urdu Literature.

226. A sum of Rs. 600 is provided every year in the Budget for the encouragement of Urdu literature. It is utilized in purchasing Urdu books of merit for distribution among Urdu and Anglo-Urdu schools, in subscribing to suitable Urdu periodicals on behalf of Urdu school libraries and in awarding good Urdu books as prizes.

The office of the Urdu School Book Committee was retransferred from Poona to Bombay and the Educational Inspector, Bombay Division, has been appointed its ex-officio President. The Committee consists of 10 members. During the year 1936-37, 85 Urdu books were considered by the Committee. Of these, 53 were sanctioned for use in schools and 32 were rejected.

Urdu Text Books.

227. As there were no Urdu Readers or other text books specially compiled for use in this Province, Government appointed an Urdu Text Books Translation Board in 1920 consisting of a number of Urdu scholars. This Board prepared a complete set of Urdu Readers, translated 13 books in Urdu from English and other languages, and compiled 23 other books. The Readers were based on other Departmental Reading Series, but a good many of the lessons are original. The cost of the preparation of the books was over Rs. 40,000. The Urdu Reading Series and other Urdu books on History and Indian Accounts published during the last quinquennium are now being used in Urdu Primary schools and Anglo-Urdu schools.

Recruitment of Muhammadan Officers.

228. The total number of posts in the Bombay Educational Service Classes I and II and the number of posts held by Muhammadans at the end of the year 1936-37 were as under :—

	Total number of posts.	Number of posts held by Muhammadans.
Bombay Educational Service Class I.	25	4
Bombay Educational Service Class II	94	15

In filling vacancies of assistant masters in Government Secondary schools, suitable Muhammadans, if available, are given preference along with candidates from the Intermediate and Backward classes. Few Muhammadan graduates, however, choose to join this Department in the subordinate service.

General.

229. It will be seen from the foregoing paragraphs that the educational progress of Muhammadans has been as satisfactory as could have been expected under the rather unfavourable financial circumstances of the quinquennium.

Even so, it must be remarked that more advantage could be taken of existing facilities and it would help greatly if Muhammadan leaders gave a lead to public opinion. The standard of work and teaching in Muhammadan schools in many cases falls below that in ordinary schools and this is too often due to parents who do not insist on regular attendance and to teachers who are easy-going and uninspiring. Muhammadan children are as mentally alert as any others and will respond similarly to stimulus and effort.

CHAPTER XV.

Education of Intermediate and Backward Classes.

Introduction.

230. This Chapter deals with those Hindu communities which are classed as Intermediate and Backward. The Intermediate classes include Lingayats, Marathas, and the Hindu cultivating and artisan classes, while the Backward classes comprise those Hindu communities which are called (1) the Scheduled classes, (2) the Aboriginal and Hill Tribes, and (3) Other Backward classes.

General.

231. The following table gives the comparative figures of population (census of 1931) and pupils of the Intermediate and Backward classes and of all other important communities in the Province in 1936-37 :—

Race or Creed	Population (Census of 1931)	Percentage of population to total population	Number of pupils under instruction	Percentage of pupils to total No. of pupils	Percentage of pupils to population
Hindus .. Advanced	1,313,744	7·3	289,247	21·7	22·0
Hindus .. Intermediate ..	10,536,967	58·8	610,834	45·7	5·8
Hindus .. Backward ..	3,752,221	21·0	147,291	11·0	3·9
Hindus .. Total ..	15,602,932	87·1	1,047,372	78·4	6·7
Muhammadans	1,583,259	8·8	183,036	13·7	11·6
Zoroastrians	85,662	0·5	18,196	1·4	21·2
Indian Christians	267,460	1·5	42,128	3·1	15·8
Others	377,005	2·1	45,157	3·4	12·0
Total ..	17,916,318	100·0	1,335,889	100·0	7·5

The percentage of pupils to population in the case of the Intermediate classes is 5·8, and for the Backward classes the percentage is 3·9. The corresponding figures during the last quinquennium for these two classes were 5·0 and 3·6.

The following table gives the figures of pupils of the Intermediate and Backward classes under instruction in all kinds of educational institutions in 1931-32 and 1936-37 :—

—	Intermediate				Backward			
	1931-32	1936-37	Increase or decrease		1931-32	1936-37	Increase or decrease	
			Number	Percentage			Number	Percentage
Colleges	1,034	1,262	+ 228	+22·1	128	142	+ 14	+10·9
Secondary Schools ..	19,042	25,345	+ 6,303	+33·1	2,098	2,621	+ 523	+24·9
Primary Schools ..	499,550	572,609	+ 73,059	+14·6	127,936	140,134	+ 12,198	+ 9·5
Training Institutions ..	326	550	+ 224	+66·7	74	130	+ 56	+75·7
Other Special Schools ..	2,564	4,741	+ 2,177	+84·9	2,293	1,657	— 636	—27·7
Total ..	522,516	604,507	+ 81,991	+15·7	132,529	144,684	+ 12,155	+ 9·2

The percentage increase in the total number of pupils belonging to the Intermediate and Backward classes during the quinquennium was 15·7 and 9·2 against 17·1 and 10·5 respectively during the last quinquennium. The above statement discloses that there has been an all round increase in the number of pupils belonging to the Intermediate and Backward classes in all kinds of educational institutions, except in the case of pupils of the Backward classes in other special schools. This decrease is partly due to the closing of some special schools specially maintained for the Backward classes largely with a view to encouraging the Backward class children to attend schools meant for all classes, and partly to the fact that certain communities formerly classed as Backward are now classified as Intermediate.

The following table gives the number of pupils of the Intermediate and the Backward classes attending an educational institution per thousand of the population of that class in 1936-37 :—

Intermediate classes	58
Scheduled classes	48
Aboriginal and Hill Tribes	24
Other Backward classes	43

The corresponding figures for Brahmins, other Advanced Hindus, and Muhammadans were 223, 217 and 116 respectively.

Intermediate Classes (Hindus).

232. The following table shows the distribution of the pupils belonging to the various Intermediate communities by Divisions :—

—		Marathas	Kunbis, Kolis and other cultivating classes	Artisans, etc.	Lingayats	Total	Percentage increase or decrease
Bombay Division	1931–32 ...	52,459	46,453	15,406	913	115,225	
	1936–37 ...	65,080	59,505	20,948	1,219	146,752	+27·4
Central Division	1931–32 ...	88,731	71,942	29,691	11,299	201,663	
	1936–37 ...	110,451	73,782	36,048	12,871	233,152	+15·6
Northern Division	1931–32 ...	1,210	64,660	30,369	5	96,244	
	1936–37 ...	1,532	71,737	33,026	66	106,361	+10·5
Southern Division	1931–32 ...	14,218	13,208	13,017	68,746	109,189	
	1936–37 ...	16,447	16,852	14,335	70,402	118,036	+ 8·1
European and English-teaching schools.	1931–32 ...	142	34	15	4	195	
	1936–37 ...	149	27	24	6	206	+ 5·6
Total ...	1931–32 ...	156,760	196,297	88,492	80,967	522,516	
	1936–37 ...	193,659	221,903	104,381	84,564	604,507	
Percentage Increase ...		23·5	13·0	18·0	4·4	...	+15·7

The percentage increase during the quinquennium was the largest in the case of the Marathas. Next come the Artisans, etc., and then the Kunbis, Kolis and other cultivating classes. It is also interesting to note that the figures show a marked increase in the number of pupils all round.

In general, it may be said that all the communities coming under the classification "Intermediate" have begun to realize the necessity of giving education to their children, and that they are taking better advantage of the facilities afforded to them by Government.

Among the cultivating classes, the Kunbis of East Khandesh called the "Leva Kunbis" may be specially mentioned. They are advanced in Primary education and are enterprising enough to send a large number to Secondary schools.

Special facilities.

233. For the education of the Intermediate classes special facilities have been provided. Special scholarships have been reserved in various kinds of educational institutions and free-studentships in Government Secondary schools to the extent of 22½ per cent. of the total number of free-studentships given. The children of the Konkani Marathas in the Kanara, Kolaba, and Ratnagiri Districts, if certified to be poor and deserving, are admitted free to all Government and aided Primary and Secondary schools. The loss entailed in granting such exemption from

the payment of fees in aided schools is made good by a special fee grant to the schools which such pupils attend. A definite percentage of seats is also reserved for them in Government Secondary schools and Training institutions.

In the Ahmednagar District there are about 12 Boarding Houses attached to the District Local Board Primary schools specially maintained for the Intermediate classes. They are under private management. Many of them are given help by the Local Authority in the form of utensils and pots. These institutions are a great help and encouragement to pupils of the community.

In every important town in the Central Division there are a number of private boarding houses run by different communities. These boarding houses are made use of largely by pupils of the Intermediate classes studying in Secondary schools.

In the Northern Division a special school known as the Baria Kshatriya Boarding School is maintained at Ambali in the Godhra taluka of the Panch Mahals district for the pupils of the Dharala community, to which a boarding house is attached. The school takes its pupils through the agricultural bias course, and on 31st March, 1937, had 31 boarders, of whom 11 boys appeared at the Primary School Leaving Certificate Examination and all passed, which shows that satisfactory work is being done at the institution.

In the Southern Division the Lingayats form the bulk of the Intermediate classes. The community maintains an Arts College at Belgaum and 4 High Schools in different parts in the Division. Though these institutions are primarily meant for Lingayats, pupils from other communities are also admitted to them. Special scholarships are also awarded in Colleges and Secondary schools by private bodies.

Teachers.

234. The following table gives the number of teachers of the various Intermediate classes employed in Government, District Local Board, and Municipal Primary schools :—

——	Marathas	Kunbis, Kolis and other cultivating classes	Artisans, etc.	Lingayats	Total
Trained	1,707	1,701	1,016	877	5,301
Untrained	1,552	1,459	616	833	4,460
Total ..	3,259	3,160	1,632	1,710	9,761
Total for 1931–32 ..	2,673	3,152	1,248	1,561	8,634

The teachers of the Intermediate communities increased during the quinquennium from 8,634 to 9,761 and formed 40·4 per cent. of the

total number of Primary teachers of all communities, against 37·0 per cent. at the end of the last quinquennium. The corresponding figures for teachers of the Advanced classes were 13,301 or 56·9 per cent. and 12,568 or 52·1 per cent. respectively. The number of teachers of the Intermediate classes is thus gradually increasing while that of the Advanced classes is decreasing.

Backward Classes (Hindus).

General Remarks.

235. The Backward classes are divided into three sub-classes, (1) the Scheduled classes, (2) the Aboriginal and Hill Tribes, and (3) Other Backward classes.

The following table shows the number of pupils of each of the three main sections of the Backward classes in the various kinds of institutions :—

	Scheduled classes.		Aboriginal and Hill Tribes.		Other Backward classes.		Total.	
	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37	1931-32	1936-37
Colleges	43	58	17	1	68	83	128	142
Secondary schools ..	1,396	1,801	90	86	612	734	2,098	2,621
Primary schools ..	64,239	77,717	23,180	28,668	40,517	33,749	127,936	140,134
Training Institutions ..	46	87	15	10	13	33	74	130
Other Special schools ..	963	823	704	340	626	494	2,293	1,657
Total ..	66,687	80,486	24,006	29,105	41,836	35,093	132,529	144,684

The figures show that the total number of pupils of the Backward classes increased during the quinquennium from 132,529 to 144,684. There is, however, a decrease in the number of pupils of other Backward classes which is due to the revised classification of some castes.

Special facilities.

236. As in the case of the Intermediate classes, special facilities have been provided by Government for these classes also. Pupils belonging to these classes are exempted from the payment of fees in Primary schools and Government Secondary schools, provided they are certified to be poor. They are also awarded special Government scholarships in Primary schools, Secondary schools and Arts and Professional colleges, while they are exempted from the payment of room-rent in the hostels attached to Government Secondary schools if they are certified to be poor by the Head Master.

Places are reserved for the Intermediate and Backward classes as under :—

		Percentage of places reserved.
(*i*) Government Secondary schools	Intermediate.	30
	Backward ..	15*
(*ii*) The College of Engineering, Poona ..		25
(*iii*) Government Professional Colleges ..		10
(*iv*) Training Institutions ..	Intermediate.	60
	Backward ..	15

* Since raised to 20.

Some of the District Local Boards also award scholarships to deserving pupils attending Primary schools and make a free distribution of clothes, books, slates and other writing material.

The Backward Class Officer and the Backward Class Board.

237. The Backward Class Officer appointed by Government watches over the interest of the Backward classes and sees that their progress is continuous and that their rights are upheld. He is in continual communication with the officers of this Department as well as with the officers of the School Boards on questions pertaining to the difficulties experienced by these classes.

There is also a Backward Class Board appointed by Government. It consisted formerly of all the Backward class members of the Legislative Council, three non-Backward Class members elected by the Legislative Council, persons having special knowledge and experience of the needs of these classes nominated by Government, and others co-opted by the Board. This constitution has since been altered, and the Board will now be constituted in the following manner.:—

(*i*) the Legislative Assembly is to elect on the Board seven members of the Assembly, of whom not less than five shall be members of the Backward classes ;

(*ii*) the Legislative Council is to elect on the Board two members of the Council, of whom one shall be a member of the Backward classes if such a member is available ;

(*iii*) Government will nominate on the Board any other persons who have special knowledge or experience of the needs of the Backward classes ;

(*iv*) the Board will co-opt additional members to advise on special matters.

The functions of this Board are purely consultative and advisory.

Scheduled Classes.

238. The number of pupils of the Scheduled classes in the Province increased from 66,687 to 80,486. These were distributed by Divisions as under :—

	1931–32	1936–37
Bombay Division ..	17,133	22,695
Central Division	30,523	35,735
Northern Division ..	11,635	13,324
Southern Division ..	7,381	8,727
European and English-teaching schools ..	15	5
Total ..	66,687	80,486

Of the 80,486 pupils, as many as 77,717 were in Primary schools. It is also gratifying to note that their numbers have increased in Colleges, Secondary schools, and Training institutions. Not only has there been a general awakening among these classes themselves, but the prejudice against them is dying out. Scheduled class pupils are now admitted freely into all but a very few schools and are allowed to sit in the class alongside other children. And it is only when the school is held in a temple that there is any difficulty about admitting Scheduled class pupils. Necessary steps are now being taken to move these schools to other buildings, and, if no other building is available, to other villages.

The following table shows the number of Primary schools and classes specially intended for the children of the Scheduled classes and the number of pupils in them :—

	Schools.			Pupils.		
	1931–32	1936–37	Increase or decrease.	1931–32	1936–37	Increase or decrease.
Bombay Division ..	86	45	—41	3,093	1,715	—1,378
Central Division ..	244	169	—75	9,453	7,519	—1,934
Northern Division ..	147	124	—23	5,659	4,548	—1,111
Southern Division ..	90	73	—17	2,921	2,268	— 653
Total ..	567	411	—156	21,126	16,050	—5,076

It is gratifying to note that, compared to the figures of 1931–32, there is a decrease both in the number of schools and classes, and pupils in them. This is due to the gradual closure of the special schools and to the removal-

of the disabilities formerly imposed on the children of the Scheduled classes in respect of their admission to and seating arrangements in ordinary Primary schools. This is an indication of the fact that untouchability in public schools is being removed at a fairly rapid pace.

Hostels for Scheduled classes.

239. The management of the Government Depressed Class Hostel, Poona, and the work of sanctioning grants-in-aid to other Depressed Class hostels were transferred from the Educational Department to the Backward Class Officer with effect from 1st April, 1934. Grants are paid to these hostels in consultation with this Department.

In the Bombay Division, five aided hostels are maintained for the Scheduled class boys at different places. They had 91 boarders on 31st March, 1937, of whom 2 were attending Colleges, 77 Secondary schools and 12 Primary schools. These hostels are aided from Provincial funds, and the total grant paid to them in 1936–37 was Rs. 3,279.

The District Local Board, Thana, maintains a special Boarding house for children of these classes at Khardi with 25 boarders. These children are provided with books, slates, clothes, etc., free. A weaving class is attached to the school at Khardi where boys from the Boarding house are given instruction in weaving.

In the Central Division, apart from the Government hostel for the Scheduled class boys at Poona, four other hostels are maintained by private bodies at Poona, Sholapur, Jalgaon and Chalisgaon; the hostel at Poona is especially meant for women and is maintained by the Seva Sadan Society. The grants from Provincial funds paid to them in 1936–37 amounted to Rs. 1,489. There are also two all-caste Boarding houses, one at Satara and the other at Poona conducted by Mr. Bhaurao Patil to which Scheduled class boys are admitted and welcomed. These two Boarding houses are reported to be well managed. There were on 31st March, 1937, 164 boarders of various communities at the Satara Boarding House, of whom 72 were from the Scheduled classes, the figures in the Poona hostel being 20 and 9 respectively. The grant paid in 1936–37 to the former hostel was Rs. 1,111, and that paid to the latter was Rs. 134.

In the Northern Division, there is a hostel for the Scheduled class pupils in the City of Ahmedabad. On 31st March, 1937, it had 17 boarders, of whom 14 were studying in Secondary schools and 3 in other institutions. The grant paid to this hostel from Provincial funds in 1936–37 was Rs. 522.

In the Southern Division, there are hostels at Dharwar and at Belgaum managed by private bodies. The number of inmates on 31st March, 1937, in these hostels was 22 at Dharwar and 12 at Belgaum. The Government grant paid in 1936–37 was Rs. 1,800 on behalf of the Dharwar hostel and Rs. 309 on behalf of the Belgaum hostel.

The Aboriginal and Hill Tribes.

240. These tribes mostly consist of Mahadeo Kolis, Thakars, Katkaris and Bhils; most of these inhabit the slopes of the Sanhyadris. These tribes contain many families which are migratory and moye from place to place according as they find work and means of livelihood. Many of them thus have no settled homes. It is, therefore, difficult to induce their children to attend school without providing suitable hostel accommodation and other facilities at central places.

The number of pupils of the Aboriginal and Hill tribes increased from 24,006 to 29,105 during the quinquennium. Of these, 1 was in college, 86 in Secondary schools, 28,668 in Primary schools, 10 in Training institutions, and 340 in other Special schools. They were distributed by Divisions as under :—

Bombay Division ..	..	6,762
Central Division ..	..	9,474
Northern Division	..	11,422
Southern Division	..	1,447
Total	..	29,105

In the Bombay Division, there are four Boarding schools specially maintained for the pupils of these tribes namely at Mokhada and Wada (Thana District), Neral (Kolaba District), and Peint (Nasik District) by the District Local Boards concerned. The District Local Board, Thana, have also been trying to open new schools in other parts of the District for the benefit of these tribes.

A Special Officer, called the Katkari Superintendent, has been appointed by the Kolaba District Local Board to look after the general education of this tribe and supervise the special schools in particular. There is also a special itinerant teacher appointed by the Nasik District Local Board who is required to go about in the different hilly parts of the Peint taluka and to induce the villagers to send their children to the school.

In the Central Division, there are 7 Central schools with hostels attached to them specially maintained for the benefit of these tribes by the District Local Boards, Poona, Ahmednagar, and West Khandesh. They are at Ghoda and Ambegaon (Poona District), Akola (Ahmednagar District), and Nandurbar, Taloda, Dhadgaon and Pimpalner (West Khandesh District). The District Local Board, West Khandesh, have appointed a local committee of men specially interested in the welfare of these communities for each of the hostels maintained by them. These committees look after the needs and comforts of the inmates of the hostels.

In the Northern Division, there are 4 special schools at Diva (Broach District), Godsamba and Vanzana (Surat District), and Dohad (Panch Mahals District) maintained by the District Local Boards, Broach, Surat, and Panch Mahals. All these schools have hostel arrangements. These schools are doing very useful work in the form of spreading education among these tribes and in supplying teachers belonging to these tribes to the District Local Board schools of the District concerned. Besides these schools, the Aryakumar Mandal, Baroda, maintains a Bhil Ashram at Amratpura in the Broach District. Mr. A. V. Thakkar of the Servants of India Society has also started Bhil Seva Mandal schools in the Dohad and Jhalod Talukas of the Panch Mahals District. These schools are reported to be doing very useful work, and are aided by the District Local Board, Panch Mahals.

The following table shows the number of Primary schools and classes specially intended for these tribes and the number of pupils in them in 1936-37 :—

Division.	Schools.	Pupils.
Bombay Division ..	74	2,394
Central Division ..	129	4,297
Northern Division ..	3	165
Southern Division	....	....
Total ..	206	6,856

The following table shows the number of teachers of the three main sections of the Backward classes in Government, District Local Board, and Municipal Primary schools in 1931-32 and 1936-37 :—

	Scheduled Classes.		Aboriginal and Hill tribes.		Other Backward classes.		Total.	
	1931-32.	1936-37.	1931-32.	1936-37.	1931-32.	1936-37.	1931-32.	1936-37.
Trained	288	430	124	140	214	262	626	832
Untrained	475	587	191	193	134	200	800	980
Total ..	763	1,017	315	333	348	462	1,426	1,812

It will be seen that the number of Backward class teachers of each of the three main sections has increased during the quinquennium. These teachers formed 7·5 per cent. of the total number of Primary teachers of

all communities against 6·1 per cent. at the end of the last quinquennium. The desirability of increasing the number of the Scheduled and other Backward class teachers in Primary schools, so far as possible, has been impressed on all the School Boards, and this has had the desired effect. The recruitment made by the Boards is also watched by the Department. It is reported that there is now no complaint of discrimination being made against the Scheduled class teachers working in ordinary schools. Scheduled class teachers are also appointed in some of the Practising schools attached to Government Training institutions. It is very interesting to note that a 2nd year Trained *woman* teacher from the Scheduled classes has been appointed in the Practising school attached to the Training College for Women, Ahmedabad.

Other Backward classes.

241. All Backward classes other than the Scheduled classes and the Aboriginal and Hill Tribes come under this head. The number of pupils of these classes decreased during the quinquennium from 41,836 to 35,093. The decrease is apparently due to the incorrect classification of pupils of these classes in the previous quinquennium as there is an all round increase in the number of pupils of all the Backward classes. The number of pupils attending Colleges, Secondary schools, and Training institutions, however, shows an increase.

Settlement schools.

242. There are several settlements and free colonies for Criminal tribes, which are among those included in this category, and Day and Night schools are maintained by Government for the children of those tribes. These schools are in charge of the Backward Class Officer. In his annual Administration Report for the year ending 31st March, 1937, he writes—

"Education in settlements is compulsory. Out of the total popula-
"tion of 8,231 in settlements proper, the number of children attending
"day and night schools are 1,924 and 228 respectively and out of
"the total population of 7,212 in free colonies, the corresponding
"numbers are 1,336 and 210. Thus the number of children attending
"schools per thousand of the population is 261·3 for settlements and
"214·4 for free colonies. In addition 344 children from the settle-
"ments and free colonies attend outside primary schools and 15
"children attend English schools. Two hundred and fifty-seven
"non-criminal tribe children and 31 children belonging to criminal
"tribes from outside, attend settlement schools. School work in
"general has been satisfactory throughout the year.

"Eighty-three lads have been apprenticed to various trades, viz.
"carpentry 51, tailoring 2, weaving 24, motor driving 2, chappal
"making 3, and printing 1. Training in Agriculture is given to 19 boys
"in Agricultural settlements and free colonies (4 in Bagalkot settle-
"ment and 15 in Hotgi free colony). There are 302 children in the
"Manual Training Classes in settlement schools. During the year
"18 boys have passed the examination in weaving, held by the
"Committee of Direction for Technical Education."

CHAPTER XVI.

Reformatory (Certified) Schools.

[Contributed by the Backward Class Officer, Poona.]

Introduction.

243. Provision for the custody, protection, and treatment of destitute and delinquent children is made in this Province under the Bombay Children Act, 1924. The Apprentices Act, 1850, and the Reformatory Schools Act, 1897, have now been repealed within the limits of the Province.

The name "Reformatory School" has also been abandoned as being out-of-date and misleading. The Bombay Children Act is much more comprehensive than the Reformatory Schools Act. It deals with girls as well as boys. It provides for protective and corrective measures not only for young delinquents, but also for neglected, uncontrollable, destitute, or offended against children. Where it is found by the Courts that a child needs the benefit of institutional training, he is committed to a certified school. Otherwise, he is usually discharged and placed under the supervision of a Probation Officer. Suitable cases are committed to the care of relatives, guardians, or fit persons.

Operation of the Act.

244. The Children Act was passed in 1924 but only came into operation, on May 1st, 1927, in Bombay, where the Children's Aid Society undertook to provide the necessary machinery for the working of the Act.

The extension of the Children Act to mofussil areas in the Province has been a new development during this quinquennium. The Act, with the exception of Parts II and III, has now been applied to the whole of the Province since 27th March, 1936. The whole Act is in force in the City of Bombay, Bombay Suburban District, the Municipal Boroughs of Dharwar, Hubli, Gadag, Poona City, Poona Suburban, Sholapur and Belgaum, the Cantonments of Poona, Kirkee and Belgaum and the village of Sholapur.

There are three principal Certified Industrial Schools in the Province, viz., the Yeravda Industrial School maintained by Government, the David Sassoon Industrial School, Matunga, managed by a Committee of Management appointed under the terms of a trust and maintained by Government grants, and the Willingdon Boys' Home, Bombay, under the management of the Salvation Army which is also an aided institution. In addition, the following institutions have been certified under Section 34 (2) of the Bombay Children Act:—

1. The Junior School Umarkhadi, Bombay.
2. The Byramjee Jeejeebhoy Home, Matunga, Bombay.
3. The Dawood Bawla Mahomedan Orphanage for Girls, Bombay.

4. The Happy Home for the Blind (for Boys), Bombay.

5. The Children's Home, Industrial Settlement, Hubli.

6. The Children's Home, Industrial Settlement, Sholapur.

7. The Nasik Home for the Homeless (for girls).

8. The Salvation Army Girls' Home, Sion, Bombay.

9. The Lady Northcote Hindu Orphanage (for Boys), Bombay.

10. The Shraddanand Anath Mahilashram of the Hindu Women's Rescue Home Society, Matunga, Bombay.

11. The Hindu Anath Ashram, Nadiad (for boys and girls).

12. The Hindu Women's Rescue Home Society, Shanwar Peth, Poona City.

*13. The Pandharpur Orphanage and Foundling Asylum (for Hindu girls and small boys).

Further, a number of other institutions have co-operated with the different juvenile courts as "fit persons" (as defined by the Children Act) and special types of boys and girls who need training in such institutions are committed to them.

The Backward Class Officer is the Chief Inspector of Certified Schools; but purely educational inspection of certified schools is carried out by the Inspectors of the Department of Public Instruction.

Accommodation.

245. The total accommodation available in the 3 principal Certified Industrial Schools is 700. The number of boys in residence on March 31st, 1937, was 688 as against 664 on the corresponding date of last year and 620 on March 31st, 1932. Their distribution by religions is as follows :—

Name of the Institution.	Hindus.	Muhammadans.	Christians.	Others.	Total.
Yeravda Industrial School ..	143	74	9	1(*a*)	227
David Sassoon Industrial School	187	175	24	8(*b*)	394
Willingdon Boys' Home ..	44	16	7	..	67
Total ..	374	265	40	9	688

(*a*) Jew. (*b*) 3 Parsis, 4 Jews, 1 Sikh.

246. The following comparative table gives the average number of inmates, the expenditure, and the average cost per pupil in each of the three Schools referred to above :—

Expenditure.

Name of the Institution.	Year.	Average monthly number.	Expenditure.	Average annual cost per pupil.
			Rs.	Rs. a. p.
Yeravda Industrial School ..	1931–32 ..	183	48,159	263 2 6
	1935–36 ..	213	39,562	185 11 10
	1936–37 ..	219	41,344	188 12 7
David Sassoon Industrial School.	1931–32 ..	358	80,533	224 15 3
	1935–36 ..	381	75,258	197 8 5
	1936–37 ..	389	76,071	195 8 11
Willingdon Boys' Home ..	1931–32 ..	77	16,492	214 2 11
	1935–36 ..	81	15,599	192 9 3
	1936–37 ..	76	14,970	196 15 7

Out of a total expenditure of Rs. 1,32,385 for the year 1936–37 in respect of the three institutions, Rs. 1,08,657 or 82·1 per cent. was met from provincial grants.

247. The general plan of education followed is to give the boys half a day's teaching in school classes, and half a day's training in various crafts in the different workshops. The three Schools provide for literary education up to Primary standard IV or V, and in the David Sassoon Industrial School, English is taught in all the classes from standard I onwards. Special classes are also held in the latter school for the benefit of English speaking boys.

School life and instruction.

Vocational training is given so as to enable the boy to earn his living when he is discharged from the school. The number of pupils receiving

instruction on 31st March, 1937 in the various trades or crafts at the three institutions is given in the following table :—

Trade or craft.	Yeravda Industrial School.	David Sassoon Industrial School.	Willingdon Boys' Home.
Carpentry	40	53	..
Smithy	15	28	..
Book-binding	12	..	..
Tailoring	93	70	2
Agriculture	35	..	..
Gardening	32	115	..
Fitting	..	23	..
Cane-work	..	58	..
Paint and Polish	..	52	..
Cooking	..	19	8
Weaving	..	..	25
Warping	..	..	12
Winding	..	..	20
Other trades	..	1	..
Total ..	227	419*	67

*48 boys attended two different workshops and 23 attended workshops whole day.

These Schools were formerly under the control of the Director of Public Instruction, but, since 1st April, 1934, they are transferred to the Juvenile Branch under the Backward Class Officer.

Yeravda Industrial School.

248. This is a Government institution now directly under the control of the Backward Class Officer assisted by a Committee of Visitors. It takes boys from 7 years of age and detains them up to 18 years as may be required in each case, but no boy over 16 years of age can be admitted. Boys requiring strict supervision and hard training are committed to this institution. Improvements in the methods of education, increased facilities for sports and evening recreations, the conversion of old barracks into airy and commodious dormitories, additions to the staff, and a large increase in the income of the School accompanied by an appreciable

decrease in the average cost per head are some of the distinctive achievements of the quinquennium under report. With the installation of electric lights during the last year, the School wears a cheerful and lively appearance, and the boys are now kept out on the grounds even after darkness for games, concerts, etc. The School maintains a high standard of efficiency. The School provides instruction up to the first five standards in Marathi, Urdu, Gujarathi and Kanarese. Work in the regular classes is supplemented by (1) fortnightly magic lantern lectures on subjects of historical and geographical interest, (2) weekly lectures by the School staff on social or educational topics, (3) reading classes in the evenings, and (4) music classes every Saturday morning. Besides these, debates on simple themes are arranged every month and members of the staff also take an active part in the discussion. There is a school magazine.

Vocational training is compulsory and boys are taught one of the following trades—carpentry, smithy, book-binding, tailoring, gardening or agriculture. Each class has a syllabus prepared in accordance with the instructions of the Committee of Direction for Technical Education. A large number of orders are received from the public and from Government offices. Boys are examined in the technical subjects by the Committee of Direction for Technical Education, and the results show good progress from year to year. Full freedom is allowed to the boys consistent with discipline and boys move about in the play-grounds and the farm and are taken out for games and excursions. The monitor system is regularly used with good results. Physical training is made compulsory for half an hour in the morning and games for an hour and a half in the evening. Boys play both English and Indian games and take part in athletic sports, drill, club exercises, staff drill and road marches.

The David Sassoon Industrial School, Matunga, Bombay.

249. This School is intended for boys above 10 and under 18 years of age for whom institutional treatment is found to be necessary under the provisions of the Bombay Children Act. It is managed by a Committee of Management appointed under the terms of a Trust, and Government have undertaken to make good any reasonable deficit in the budget of the institution from Provincial revenues, provided no new expenditure is incurred without the previous sanction of Government. Out of a total expenditure of Rs. 76,071 during the year 1936–37, Rs. 65,785 was met from Government funds. Out of the 394 boys resident in the institution on 31st March, 1937, no less than 248 have been committed by the Juvenile Courts as destitutes or under improper guardianship. The rest are detained for thefts and other offences. There is provision for instruction in Marathi, Gujerathi and Urdu up to Standard V and English is also taught. The average period of stay of a boy in the School at present works out to 3 years and 4 months and hence it has been found necessary to adopt an intensive method of teaching so that the boy gets the chance of passing the Primary Standard IV examination before he leaves the School.

Each boy gets half a day's training in the different workshops, and they are taught drawing bearing upon the special handicraft they learn. By this method of correlated drawing much accuracy in the work done by hand is ensured. In addition to other crafts taught, Power-loom weaving has recently been introduced in the School. A new garden plot was acquired from the Collector of Bombay adjoining the west-wall of the School. This helped to increase the vegetable gardening and agricultural activities of the institution very appreciably and to turn out seasonal crops in larger quantities. A special agricultural master was employed at the School in 1933 and boys get regular training in Nature Study and practical gardening work. With a view to give an agricultural bias to the training given to the boys, poultry and dairy activities were started since 1934. Milk cattle are also maintained and the surplus milk is sold to customers.

The discipline at the School is highly satisfactory. A healthy tone engendered by organised sports and games, moral discourses, lantern lectures, Boy scouts and Wolf Cub training, and such other recognised method of character-building, pervades the institution. The Chairman, David Sassoon Industrial School, reports as follows :—

"Swimming as a recreation and exercise was made possible by the "building of the 'Sir Leslie Wilson' Swimming Bath from the "generous donation of Rs. 5,000 by the late Governor of Bombay. "The presentation of a ladder and Chute for the swimmers by "Mr. E. J. Bunbury, our late Chairman, and the 'East Cup' for "Swimming competition by Mr. East are worthy of note. The Boy "Scouts 'Bunbury Troop 63rd Bombay' is keeping alert by taking "part in all and sundry activities of the local scout association. The "Bunbury Troop has won 1 shield, 24 cups, 40 medals, and 6 certi-"ficates.

"The David Sassoon School Boxing Club has been affiliated to the "Bombay Presidency Boxing Federation and as many as 17 Trophy "cups, 17 medals and 25 certificates have been won by the boys in open "tournaments for amateurs. The Football Club played matches "with 14 outside teams and also won prizes in open tournaments. "The Cricket team played 38 matches inside and outside the premises "with other School teams and cricket clubs of Bombay. The gift of "a Radio Set with loud speaker by Mr. M. A. Fazalbhoy adds interest "to the life of the inmates of this institution."

The Willingdon Boys' Home, Bombay.

250. The Home is managed by the Salvation Army, Bombay, and receives grants-in-aid from Government. It is open for the reception of boys on commitment by courts under the Provisions of the Bombay Children Act. Boys may, on the application of their parents or guardians, be admitted by the Salvation Army with the previous concurrence of the Backward Class Officer. The Home has a Committee of Visitors consisting of 10 members appointed by Government. The Rules of the

Home were recently revised in March 1937. The Institution has accommodation for 100 boys. The Medical Officer of the House of Correction, Byculla, visits the Home regularly and attends to the needs of sick boys. The Home provides education up to Vth Primary, and three classes are conducted in Gujerati, Marathi and Urdu. Weaving is the chief industry taught in the Home.

During the year 1936–37, the Home received a total grant of Rs. 5,375 from Government including Rs. 950 paid for the industrial section through the Committee of Direction for Technical Education.

After-Care.

251. However wise the principles on which an institution is run, there is bound to exist a wide gulf between institutional life and actual life outside. On discharge from the School the boy is brought into contact with the hard facts and temptations of life, and the value of the training received by him in the institution is likely to be thrown away if sympathetic advice and help are not forthcoming at this stage. In the case of the Industrial School, Yeravda, the authorities try to be in touch with the after career of the discharged boys, mainly through the various educational institutions in the districts. Advantage is taken of, wherever possible, of the co-operation offered by private individuals interested in this kind of social work and of the existence of the various associations started for the purpose of helping the discharged prisoners. The David Sassoon Industrial School maintains a record of old boys employed, and the boys keep in touch with the School by frequent visits during the course of the year. As many as 38 boys from the David Sassoon Industrial School were got employed in 1936–37 by the Sheppard After-Care Home specially founded for housing the discharged destitute boys. The following table is of interest as it shows the extent to which employment has been found for boys discharged during 1936–37 :—

	Number of Boys discharged.	Employed.	Unemployed.	Re-admitted.	Recommitted.	Died.	Transferred to other institutions.	Released on license.	Absconded.	Number untraced.
Yeravda Industrial School.	73	33	..	1	1	2	2	..	..	34*
David Sassoon Industrial School.	93	49†	..	..	..	2	1	..	..	41
Willingdon Boys' Home .	46	23	..	..	..	1	9	5	8	..
Total ..	212	105	..	1	1	5	12	5	8	75

* Reports of 31 out of these were not received.

† Of these, 11 were employed by the Institution and 38 were got employed by the Auxiliary Home authorities.

252. The new system of release on license has been introduced in the Yeravda Industrial School and Willingdon Boys' Home with considerable success. The boys are discharged before the expiry of their period of detention under the authority and control of the Bombay Province Probation and After-Care Association and are placed under the supervision of probation officers in their own districts. Employment is secured for the boys through the efforts of the probation officer and affiliated district associations and sub-committees. The Provincial association maintains contact through the monthly reports received in respect of each boy from his probation officer. The fact that the boy is liable to be recalled to the School for any misconduct or breach of the terms of license on his part acts as a strong inducement for his settling down to a steady life during the period of license.

Release on license.

The following extract from His Excellency's speech at the Annual Prize Distribution function of the David Sassoon Industrial School held on 7th April, 1937, will be instructive :—

"The question of after-care is of vital importance to this School. "Mr. Ferard has pointed out how difficult it is to find employment "for all and I should like to congratulate the Sheppard After-Care "Association on their recent increased success in finding work for "old boys, and I would add my thanks to those of the Chairman to "Mr. Harker and Mr. Stott, and Messrs. Lever Brothers for helping "so effectively in providing employment.

"In this connection I should like to draw attention to the system "of releasing on license which has been adopted at the Yeravda "Industrial School, the Willingdon Boys' Home and elsewhere, as "a normal procedure with most encouraging results. The system "tends to relieve overcrowding, which is one of the constant features "of this School. It also provides, in the possibility of recall, a very "strong incentive to the boy to work hard and make good, and it has "generally been found that at the end of the license period, the boy "has formed the habit of regular work and is leading a normal life. "The adoption of this system might relieve the strain on the School's "finances to some extent. Under the new Section 30 (1A) of the "Children Act, release on license is a simple matter of arrangement "between the Managers of the School and the Chief Inspector."

CHAPTER XVII.

Education of Defectives.

Introduction.

253. The term "defectives" used in this Chapter is confined to the blind and the deaf-mutes for whose education provision is made in this Province. According to the census of 1931, there are 3,061 blind and 4,094 deaf-mute children between the ages of 5 and 15 and the existing provision of seven schools, intended for these children would appear to be inadequate. It will, however, be seen that only 292 or about 4·1 per cent. of these 7,155 defective children of school-going age are receiving any form of education and that full use is not thus being made of the facilities already provided. It is common knowledge that in this Province as perhaps in other parts of India defective children earn more by mendicancy than by actual labour and this factor is largely responsible for the difficulty of inducing more children to attend the schools intended for them.

Of the seven schools for defectives, 2 with 109 pupils are for the blind and 5 with 183 pupils are for deaf-mutes. All these institutions are maintained by missionary and private bodies and are aided by Government and the Local Bodies. With the exception of the school for Dumb and Deaf at Poona these institutions provide board and lodging for the pupils.

Schools, pupils and expenditure.

254. The following table compares the enrolment and the financial position of these schools in 1931–32 with that in 1936–37 :—

	Number of pupils.	Expenditure.	
		Provincial.	Total.
		Rs.	Rs.
Schools for the Blind.			
1 Victoria Memorial School for the Blind, Bombay..	78	2,150	11,452
2 American Mission School for the Blind, Bombay..	31	2,299	7,906
Total ..	109	4,449	19,358

	Number of pupils.	Expenditure.	
		Provincial.	Total.
		Rs.	Rs.
Schools for Deaf-Mutes.			
3 Institution for Deaf-Mutes, Bombay ..	37	3,240	9,840
4 Professor Date's Institution for Deaf-Mutes, Bombay.	38	1,000	6,905
5 New Dumb and Deaf Institution, Bombay ..	27	200	1,937
6 N. G. Gondhalekar's School for the Dumb and Deaf, Poona.	31	400	1,594
7 School for the Deaf-Mutes, Ahmedabad ..	50	3,480	7,969
Total ..	183	8,320	28,245
Grand Total (1936-37) ..	292	12,769	47,603
Grand Total for 1931-32 ..	253	14,003	43,133

Of the total expenditure on the seven schools for defectives, which increased from Rs. 43,133 in 1931-32 to Rs. 47,603 in 1936-37, Rs. 12,769 or 26·8 per cent. was met from Government funds, Rs. 3,963 or 8·3 per cent. from Local Authority funds, Rs. 694 or 1·5 per cent. from fees, and Rs. 30,177 or 63·4 per cent. from other sources.

Subjects taught.

255. Elementary instruction in the mother-tongue (with some knowledge of English) is imparted in schools for the blind by means of a braille code specially adapted for the purpose. This instruction serves as a background for the intelligent understanding of every day life. In addition, provision for practical training in certain useful crafts is made with a view to giving

the boys or girls a sense of usefulness and the means of at least partial self-support in later life. Among the crafts taught cane and bamboo work, sewing, bidi making, etc. are popular.

Music, both vocal and instrumental, which affords special attraction for the blind, is taught in all such schools.

The need for adapting a braille code suited to the Indian linguistic conditions is as great as ever, and efforts are being made to devise a common braille on the lines of the one introduced by the late Dr. Nilkanthrai.

In schools for deaf-mutes the instruction consists mainly of lip-reading and articulate speech, coupled with practical training in at least one of the common industries viz., Tailoring, Drawing, Sign-board painting, Gardening, Cane and bead work etc.

Teachers.

256. No special provision exists for the training of teachers for defective children. The majority of teachers in such schools are reported to have acquired by practice and experience adequate knowledge of the subjects they are required to teach. At the Victoria Memorial School for the Blind, the teaching of certain subjects is entrusted to senior pupils who have received special training in those subjects and this practice is reported to be working satisfactorily. Efforts are being made by the Managements to secure the services of trained teachers. Mr. R. Mohan Haldar, M.Ed. (Boston), who has had a diploma of Harvard University in the education of the blind and practical experience in one of the best institutions for the Blind in America, has recently been appointed as Principal of the American Mission School for the Blind.

General.

257. Arrangements for periodical medical inspection of the pupils are made in schools for defectives and physical education including games suited to the conditions at each place are encouraged. Excursions to places of interest are made wherever possible and every effort is made to keep the children happy and cheerful. The responsibility of moulding the character of these young defectives weighs very heavily upon the teachers concerned and the difficulties which the Managers have to contend with in this respect are described in the following extract from the report of the Principal, Bombay Institution for Deaf-Mutes :—

> " To teach deaf-mutes to speak and to lip-read is a difficult task; " but the difficulty is infinitely greater when it comes to giving them a " good moral training, to make them amenable to discipline and to " instil in them good principles and moral habits. We have at present " boys who are utterly unmanageable at home, but who behave quite " well in school. Parents of difficult children aim at shifting their " responsibility on us as if this Institution were a reformatory. They " do so often after the general mould and trend of character of their " children have already been cast and fixed."

After-care.

258. A record of the past pupils is maintained in these schools and the reports of the Managers show that in spite of financial and other difficulties every possible effort is made to secure employment for them, and to help them in other respects. The Principal, Ahmedabad School for Deaf-Mutes, reports that about 60 per cent. of the past students earn an independent living, with an average monthly income ranging from Rs. 25 to Rs. 90.

The question regarding the amelioration of the condition of defective children depends largely upon the charitable attitude of the public as the grants made by Government and the Local Authorities help to meet only about 35 per cent. of the expenditure on these schools. Social workers and associations also play an important part in the general uplift of these unfortunate children. Excellent work in this connection is reported to be done in Bombay by the N. S. Dharamji Industrial Home and the Happy Home for the Blind maintained by the Blind Relief Association.

CHAPTER XVIII.

Adult Education.

259. The question of the education of adults has hitherto presented special difficulties in this Province as elsewhere in this country where 8 out of 9 persons aged 5 years and over are illiterate. It is, however, gratifying to note that the impetus given by Sir Frederick Sykes, the late Governor of Bombay, and by the present Viceroy of India to the cause of rural uplift has gone a great way to inspiring the political and social workers and associations in this Province to devote themselves to the cause of the education of adults. The Rural Reconstruction Association of Poona is doing substantial work in this direction. The Association has organised a Saksharata Prasarak Mandal of its own with the object of interesting itself in the removal of illiteracy from among adults and younger people, who are unprovided for in respect of education, by teaching them to read and write according to the special conversational method developed by it. During the year 1936–37 the Mandal was managing three Adult Education Centres in the Poona District and they were attended by nearly 200 adults. The Mandal has also arranged to train teachers in its method for work in rural areas and has also published suitable reading material in different languages, e.g., Marathi, Kanarese and Urdu printed in bold type. An Association called "The City of Bombay Literary Association" was also started in Bombay in March, 1936, with the object of removing illiteracy among the masses of the city of Bombay. During the year 1936–37 the Association was able to show substantial work by conducting about 50 classes, about 1,860 adults attending these classes. An "Adult Education League" was started in Poona in 1929 with the object of preparing lantern slides on subjects of general educational value, delivering lectures to village adults and training workers in this work. The League has prepared over 1,300 slides on 36 subjects which are suitable for the education of adults.

Of the population of 9,275,164 persons over 19 years of age in this Province, 8,052,072, or 86·8 per cent., are illiterate, the percentage of illiterate men and women being 77·8 and 96·8 respectively. The improvement in these figures over the previous quinquennium is due partly to the separation of Sind. There were 180 schools for adults in this Province at the end of the quinquennium with 6,299 pupils which formed about 0·78 per mille of illiterate adults. The number of adults attending schools at the end of the previous quinquennium was 6,805, against 6,299 attending the schools at the end of this quinquennium, showing a decrease of 506. However the present number is still low when it is remembered that it is made up of adults as well as children of school going age who are prevented for various reasons from attending day schools.

The following table gives the number of institutions for adults and the pupils in them in the Province (excluding Sind) in each of the last 5 years :—

Year.	Number of Schools.	Number of pupils.
1932–33	143	5,660
1933–34	113	5,018
1934–35	99	4,159
1935–36	116	4,774
1936–37	180	6,299

The above figures will show that there was a gradual decrease in the number of institutions for adults and in the number of pupils attending them during the first three years of the quinquennium, but, as pointed out above, the present awakening in the cause of adult education due to the impetus given by Government has achieved the desired object and thus there has been improvement both in the number of institutions and pupils attending them.

260. With the exception of seven Secondary schools with 447 pupils and as many Special schools with 372 pupils, all schools for adults teach the ordinary Primary school course. The following table gives a statistical summary of such schools :—

	Schools.			Pupils.		
	1931–32	1935–36	1936–37	1931–32	1935–36	1936–37
Bombay Division ..	67	36	32	2,995	1,591	1,576
Central Division ..	39	21	69	1,245	867	2,124
Northern Division ..	31	29	38	1,057	962	1,144
Southern Division ..	22	16	27	677	472	636
Total ..	159	102	166	5,974	3,892	5,480

The drop in the number for the Bombay Division is only nominal, as is evident from the fact that the information on account of the 50 classes with 1,860 adults attending them in the city of Bombay has not been taken into account in the above figures simply because the classes have not yet been recognised by the Department. The drop in the Southern Division is insignificant.

The expenditure on Primary education for adults amounted to Rs. 87,343 in 1936-37 of which Government contributed Rs. 6,767.

When the figures of the Bombay City Municipality are taken into account the statistics detailed above record gradual increase during the quinquennium and the good work done by some of the institutions and public bodies deserves to be specially mentioned. The advanced Night classes at Kirkee conducted by the Alegaonkar Brothers cater for factory employees. The Social Service League in Bombay, which maintains five main centres exclusively for the benefit of women, is doing useful work towards the encouragement of adult women's education. The Seva Sadan Society which aims at the social and educational uplift of Indian women and maintains a net-work of schools at important centres in the Central Division, continues to do good work. The District Local Board, Ahmednagar have made special efforts towards the spread of literacy among the illiterate masses by opening 40 night schools for them.

Of the 7 Secondary schools, the Bradly Night High School in Bombay and the Poona Night High School conducted by the Saraswati Mandir Society, Poona, prepare candidates for the Matriculation examination of the Bombay University, while of the remaining 5, one is maintained for the settlement children at Sholapur.

Of the Special schools maintained by the Seva Sadan Society, the English and the First Aid Classes at Poona and the Sewing Classes at Baramati and Sholapur are doing useful work. Among the classes maintained by the Society, the Work-room Classes at Poona which are attended by adult women are most popular. Instruction is imparted in various useful arts and crafts to enable the students to earn their livelihood.

Public Lectures.

261. Useful work continues to be done by the Bombay Branch of the Royal Asiatic Society by allowing University students, pursuing their post graduate research, free access to the excellent library maintained by it which contains over 71,000 books. Special lectures are also delivered by prominent educational and social workers on subjects of public interest.

The efforts of the Sassoon Mechanics Institute are directed towards a similar purpose. It has a library containing over 13,000 books on different subjects.

Twenty-eight lectures on various subjects were delivered during the quinquennium under the auspices of the Dnyana Prasarak Mandali, Bombay, of which 25 were delivered in Gujarati and 3 in English. Most of these lectures were illustrated either by the magic lantern or vocal and instrumental demonstrations.

In addition to imparting instruction in ordinary school subjects, the Sub-Department of visual Instruction continues to help the cause of adult education by means of lantern lectures on various subjects. The services of the Deputy Educational Inspector for Visual Instruction are

constantly in demand by several Government Departments and by public bodies on special occasions such as conferences, propaganda tours, fairs and festivals, and other public functions. Special sets of slides were prepared for propaganda work in adult education in rural areas. These slides are of great educational value and form a very useful asset for propaganda work in adult education.

As stated elsewhere, although the Deputy Educational Inspector for Visual Instruction has been entrusted with the additional work of conducting during the first term the teacher-training course in visual instruction at the Secondary Training College, Bombay, he delivered during the quinquennium 250 public lectures on useful subjects such as Agriculture, Co-operative Credit, Health, Hygiene, etc. They were largely attended and highly appreciated.

CHAPTER XIX.

Unrecognised Institutions.

262. The foregoing Chapters of this Report deal almost exclusively with institutions under public and private management which conform to the standards, rules, and regulations prescribed by the Department for the conduct of "Recognised" institutions. The remarks in this Chapter are confined to unrecognised institutions which are outside the control of these agencies and which do not submit to Departmental inspection. These institutions profess to follow their own courses of study and, except for a few outstanding schools maintained by certain private bodies and those affiliated to the Indian Women's University, are most of them either Primary schools imparting elementary instruction in the mother-tongue or Secondary schools some of which are affiliated to the University of Bombay.

The following table gives the number and the enrolment of these schools in 1931-32 and 1936-37 :—

	1931-32.		1936-37.		Increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division ..	64	3,195	183	9,380	+119	+6,185
Central Division ..	80	3,038	97	3,764	+ 17	+ 726
Northern Division ..	267	14,661	345	21,430	+ 78	+6,769
Southern Division ..	45	1,540	45	1,746	..	+ 206
Total ..	456	22,434	670	36,320	+214	+13,886

Although the ephemeral character of some of these schools and the reluctance of the managers to submit the annual returns vitiate the statistics of such schools to some extent, the figures in the above table shew an increase of 214 schools and 13,886 pupils during the quinquennium.

During the latter part of the quinquennium the Educational Inspectors reported that the number of unrecognised Secondary schools

was gradually increasing. Most of these schools are reported to have sprung into existence owing to the activities either of unemployed persons or of persons who on account of strained relations with managers of certain well-established schools have started schools of their own. Such schools, unless they are affiliated to the University, very often make for unhealthy rivalry and are able to harm existing schools by making irregular admissions and promotions. That they are likely to become a menace to Secondary education is to be seen from the fact that the number of unrecognised Secondary schools rose from 58 in 1931–32 to 125 in 1936–37 and the number of pupils in them from 4,698 to 11,148.

Owing, however, to the passing of certain new statutes by the Senate of the Bombay University one of which makes it necessary for all pupils desirous of sitting for the Matriculation Examination to attend a school affiliated to the University, it is likely that the number of unrecognised Secondary schools, particularly those not recognised either by the University or Department, will decrease during the next quinquennium.

The unrecognised institutions may be classified as under :—

	Institutions.	Pupils.
Colleges	3	155
Secondary schools	125	11,148
Primary and Special schools ..	542	25,017
Total ..	670	36,320

Of the 36,320 pupils in unrecognised institutions on 31st March, 1937, who formed 2·7 per cent. of the total number of pupils under instruction in all kinds of institutions, 18,308 or 50·4 per cent. were Hindus, 14,716 or 40·5 per cent. were Muhammadans, and 3,296 or 9·1 per cent. others.

The three collegiate institutions are the Shree L. U. Pathshala, Ahmedabad, and the S. N. D. T. Arts Colleges in Bombay and Poona which are affiliated to the Indian Women's University and which teach a course leading to the G. A. degree of that University.

Among the Unrecognised Secondary schools, the Samarth Vidyalaya, Talegaon Dabhade, the Maharashtra High School of the Anath Vidyarthi Graha, and the Secondary schools affiliated to the Indian Women's University are reported to be well managed on the whole. As stated in previous Reports, many of the Unrecognised schools are reported to be run as profitable concerns rather than as educational institutions.

Unlike the Secondary schools, unrecognised Primary schools, which generally teach an elementary course along traditional lines, serve the needs of small villages which have no schools, while some of the schools run by certain social workers and associations serve a distinctly useful purpose. The Bhil Seva Mandal, which have about 30 schools and a few *Ashrams* in the Panch Mahals District, have an enrolment of about 1,000 pupils. These schools are run by a member of the Servants of India Society and are intended for the educational uplift of the Aboriginal and Hill Tribes.

The Primary and Special schools which form the bulk of the Unrecognised institutions are for the most part indigenous institutions imparting elementary instruction. Pathshalas impart a rudimentary knowledge of Sanskrit or of the Vedic lore, while Maktabs teach the reading of the Koran in addition to instruction in the three R's. Some of the unrecognised special schools, however, teach a higher course either in the ancient shastric learning or in the Ayurvedic System of the medical Science. Of these, the Ayurveda Maha Vidyalaya, Poona, the Aryangla Vedic School, Satara, and the Pradnya Pathshala, Wai, deserve special mention. Over a hundred pupils are receiving education in these institutions.

W. GRIEVE,

Poona, 19th February, 1938 Director of Public Instruction.

BOMBAY PROVINCE.

BRITISH DISTRICTS—1936-37.

General Summary of Educational Institutions and Scholars.

		Percentage of scholars to population			
		Recognised Institutions		All Institutions	
Area in square miles ...	77,221	1937	1936	1937	1936
Population—[Census of 1931]—					
Males	9,291,930	Males	10·57	10·27	10·86	10·59
Females	8,624,388	Females... ...	3·68	3·46	3·79	3·56
Total ...	17,916,318	Total ...	7·25	6·99	7·46	7·20

	Institutions.			Scholars			Stages of Instruction of scholars entered in column 4.
	1937	1936	Increase or decrease	1937	1936	Increase or decrease	
	1	2	3	4	5	6	7
RECOGNISED INSTITUTIONS							
Universities	1	1	...	146	131	+ 15	
For Males							
Arts Colleges	14	14	...	9,864	10,089	− 225	(*a*) 3,707 (*b*) 6,157
Professional Colleges ...	12	11	+ 1	3,347	3,185	+ 162	(*a*) 3,347
High Schools	237	223	+14	85,729	85,456	+ 273	(*c*) 85,729
Middle Schools	298	295	+ 3	19,965	19,549	+ 416	(*c*) 19,965
Primary Schools	11,423	11,168	+255	964,082	930,184	+33,898	(*d*) 964,082
Special Schools	321	243	+ 78	16,106	13,618	+ 2,488	.....
Total ...	12,306	11,955	+351	1,099,239	1,062,212	+37,027	.....
For Females							
Arts Colleges	...	...	...	...	...	...	
Professional Colleges ...	...	...	...	...	...	...	
High Schools	65	59	+ 6	17,589	15,812	+ 1,777	(*c*) 17,589
Middle Schools	39	38	+ 1	3,804	3,830	− 26	(*c*) 3,804
Primary Schools	1,478	1,463	+15	176,217	168,401	+7,816	(*d*) 176,217
Special Schools	51	48	+ 3	2,720	2,596	+ 124	.....
Total ...	1,633	1,608	+25	200,330	190,639	+9,691	.....
UNRECOGNISED INSTITUTIONS							
For Males	622	629	− 7	32,975	32,501	+ 474	.....
For Females	48	80	− 32	3,345	5,125	−1,780	.....
Total ...	670	709	− 39	36,320	37,626	−1,306	.....
Grand Total ...	14,609	14,272	+337	1,335,889	1,290,477	+45,412	.....

(*a*) Graduate and post-graduate classes. (*b*) Intermediate classes.
(*c*) Secondary stage, (*d*) Primary stage.

	Total expenditure		
	1937	1936	Increase or decrease
	1	2	3
	Rs.	Rs.	Rs.
Direction and Inspection	12,73,377	13,41,833	−68,456
Universities	12,24,373	9,91,579	+2,32,794
Miscellaneous*	34,03,667	30,54,889	+3,53,778
Total ...	59,06,417	53,88,301	+5,18,116
Institutions for Males			
Universities	53,783	54,384	−601
Arts Colleges	22,29,137	22,33,413	−4,276
Professional Colleges	13,67,012	12,73,302	+93,710
High Schools	57,35,347	55,36,581	+1,98,766
Middle Schools	7,57,625	7,48,000	+9,625
Primary Schools	1,42,87,893	1,39,23,161	+3,64,732
Special Schools	16,43,396	15,36,179	+1,07,217
Total ...	2,60,74,193	2,53,05,020	+7,69,173
Institutions for Females			
Arts Colleges	.....	.....	.....
Professional Colleges	.....	.....	.....
High Schools	15,69,383	14,17,791	+1,51,592
Middle Schools	2,31,782	2,39,254	−7,472
Primary Schools	34,48,609	33,67,837	+80,772
Special Schools	3,71,455	3,40,748	+30,707
Total ...	56,21,229	53,65,630	+2,55,599
Grand Total ...	3,76,01,839	3,60,58,951	+15,42,888

*Includes expenditure

†Includes both District

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1936-37.

Expenditure on Education.

Percentage of expenditure from				Cost per scholar to				Total cost per scholar
Govt. funds	Local funds†	Fees	Other sources	Govt. funds	Local funds†	Fees	Other sources	
4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.
70·3	29·7	...	.....	.....	.....	...	.....	.....
5·8	.....	94·2	.....	.....	.....	...	.....	.....
30·2	10·4	14·6	44·8	.....	.....	...	.....	.....
33·8	12·4	28·0	25·8	.....	.....	...	.....	.....
85·2	.....	14·8	.....	314	.....	54	.....	368
20·0	.....	65·5	14·5	45	.....	148	33	226
32·2	10·9	43·2	13·7	131	44	177	56	408
22·7	2·1	60·0	15·2	15	2	40	10	67
14·4	8·9	54·4	22·3	6	3	21	8	38
58·1	29·6	4·2	8·1	9	4	1	1	15
48·4	9·7	26·5	15·4	49	10	27	16	102
43·9	18·1	26·7	11·3	11	4	6	3	24
.....	.....	...	.....	.....	.....	...	.....	.....
.....	.....	...	.....	.....	.....	...	.....	.....
24·4	0·2	50·2	25·2	22	.....	45	22	89
35·6	0·8	31·5	32·1	22	.....	19	20	61
42·4	45·0	2·4	10·2	8	9	1	2	20
50·6	4·5	12·7	32·2	69	6	18	44	137
37·6	28·0	17·6	16·8	10	8	5	5	28
41·4	18·7	25·5	14·4	12	6	7	4	29

on buildings.

Board and Municipal Funds.

BRITISH DISTRICTS—

I.—Classification of

—	For Government	For District Board	For Municipal Board
	1	2	3
RECOGNISED INSTITUTIONS			
Universities	.....	.....	.....
Colleges—			
Arts and Science*	5	.....	.....
Law	1	.....	.....
Medicine	1	.....	1
Education	1	.....	.....
Engineering	1	.....	.....
Agriculture	1	.....	.....
Commerce	1	.....	.....
Technology	.....	.....	.....
Total ...	11	.....	1
High Schools	19	.....	21
Middle Schools (English)	3	129	25
Primary Schools	22	8,463	1,063
Total ...	44	8,592	1,109
Special Schools—			
Art	2	.....	.....
Law	.....	.....	.....
Medical	2	.....	.....
Normal and Training	8	.....	.....
Engineering	1	.....	.....
Technical and Industrial	2	.....	.....
Commercial	4	3	4
Agricultural	2	.....	.....
Reformatory	1	.....	.....
Schools for Defectives	.....	.....	.....
Schools for Adults	5	56	28
Other Schools	1	.....	3
Total ...	28	59	35
Total for Recognised Institutions ...	83	8,651	1,145
Unrecognised Institutions ...	.....	1	1
Grand Total, all Institutions ...	83	8,652	1,146

* Includes

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1936-37.

Educational Institutions.

Males			For Females					
Aided	Unaided	Total	Government	District Board	Municipal Board	Aided	Unaided	Total
4	5	6	7	8	9	10	11	12
1	.....	1	.....	.....	.....	...	...	.....
8	1	14	.....	.....	.....	...	...	.....
.....	3	4	.....	.....	.....	...	...	.....
.....	.....	2	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	1	2	.....	.....	.....	...	...	.....
1	.....	1	.....	.....	.....	...	...	.....
9	5	26	.....	.....	.....	...	...	.....
177	20	237	1	.....	.....	60	4	65
96	45	298	6	1	3	23	6	39
1,612	263	11,423	9	740	518	196	15	1,478
1,885	328	11,958	16	741	521	279	25	1,582
1	.....	3	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
.....	1	3	.....	.....	.....	...	...	.....
3	4	15	4	.....	1	12	...	17
.....	.....	1	.....	.....	.....	...	...	.....
17	13	39	.....	.....	.....	15	5	20
.....	24	28	.....	.....	.....	1	...	1
1	.....	3	.....	.....	.....	...	...	.....
2	.....	3	.....	.....	.....	...	...	.....
7	.....	7	.....	.....	.....	...	...	.....
74	8	171	.....	.....	.....	8	1	9
31	13	48	.....	.....	.....	1	3	4
136	63	321	4	.....	1	37	9	51
2,031	396	12,306	20	741	522	316	34	1,633
.....	620	622	.....	.....	1	...	47	48
2,031	1,016	12,928	20	741	523	316	81	1,681

no *Oriental Colleges.*

II-A.—Distribution of Scholars attending

	Government			District Board			Municipal Board		
	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS									
University and Intermediate Education (a).	...	...	...	...	...	...	...	...	...
Arts and Science (b) & (c).	2,649	2,508	518	...	...	...	...	...	...
Law	467	410	...	...	...	...	...	...	...
Medicine	799	680	242	...	...	...	454	355	144
Education	101	99	27	...	...	...	...	...	...
Engineering	216	180	82	...	...	...	...	...	...
Agriculture	195	193	128	...	...	...	...	...	...
Commerce	415	367	54	...	...	...	...	...	...
Technology	...	...	...	...	...	...	...	...	...
Total ...	4,833	4,437	1,051	...	...	...	454	355	144
School and Special Education.									
In High Schools ...	5,936	5,531	420	...	...	...	5,991	5,521	5
,, Middle Schools (English).	350	332	...	3,829	3,401	34	2,312	2,068	...
,, Primary Schools ...	3,289	2,713	152	617,971	462,734	570	233,406	181,904	...
Total ...	9,575	8,576	572	621,800	466,135	604	241,709	189,493	5
In Art Schools ...	662	544	...	...	...	...	...	...	...
,, Law Schools ...	...	...	...	...	...	...	...	...	...
,, Medical Schools ...	620	628	152	...	...	...	...	...	...
,, Normal and Training Schools.	799	740	799	...	...	...	...	...	...
,, Engineering Schools...	252	192	33	...	...	...	...	...	...
,, Technical and Industrial Schools.	159	144	16	378	309	...	322	256	26
,, Commercial Schools...	131	118	...	...	...	...	...	...	...
,, Agricultural Schools...	60	51	30	...	...	...	...	...	...
,, Reformatory Schools .	227	218	227	...	...	...	...	...	...
,, Schools for Defectives.	...	...	...	...	...	...	...	...	...
,, Schools for Adults ...	59	51	...	1,334	962	...	874	604	...
,, Other Schools ...	113	82	76	...	...	...	45	32	...
Total ...	3,073	2,768	1,324	1,712	1,271	...	1,241	892	26
Total for recognised institutions ...	17,481	15,781	2,947	623,512	467,406	604	243,404	190,740	175
IN UNRECOGNISED INSTITUTIONS	...	...	...	29	21	...	28	18	...
Grand Total, all Institutions for Males ...	17,481	15,781	2,947	623,541	467,427	604	243,432	190,758	175

(*a*) Scholars reading more than one of the following
(*b*) Includes 249 scholars
(*c*) Includes no scholars

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Educational Institutions for Males.

Aided			Unaided						
Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of females included in column 16
10	11	12	13	14	15	16	17	18	19
146	105	48	...	...	...	146	105	48	11
6,697	6,091	1,177	518	482	81	9,864	9,081	1,776	1,048
...	...	...	569	465	43	1,036	875	43	18
...	...	...	...	...	...	1,244	1,035	386	140
...	...	...	...	...	...	101	99	27	21
...	...	...	...	...	...	216	180	82	...
...	...	...	...	...	...	195	193	128	2
...	...	...	95	82	23	510	449	77	5
45	39	...	...	...	...	45	39	...	...
6,888	6,235	1,225	1,182	1,029	147	13,357	12,056	2,567	1,245
65,420	60,939	2,443	3,382	7,932	462	85,729	79,923	3,330	4,856
10,359	9,168	451	3,115	2,788	128	19,965	17,757	613	1,518
98,059	80,042	1,471	11,357	8,897	...	964,082	736,290	2,193	115,029
173,838	150,149	4,365	22,854	19,617	590	1,069,776	833,970	6,136	121,403
30	23	...	...	...	...	692	567	...	97
...	...	...	...	...	...	...	...	...	...
...	...	...	230	202	43	850	830	195	128
111	112	86	113	98	...	1,014	950	876	29
...	...	...	...	...	...	252	192	33	...
1,063	983	242	561	464	...	2,488	2,156	284	82
...	...	...	1,675	966	...	1,806	1,084	...	53
17	13	...	...	...	...	77	64	30	...
461	462	461	...	...	...	688	680	688	...
292	232	145	...	...	...	292	232	145	54
3,047	2,316	...	463	323	...	5,777	4,255	...	121
1,462	1,191	60	555	461	97	2,175	1,766	233	86
6,483	5,332	994	3,597	2,514	140	16,106	12,777	2,484	600
187,209	161,716	6,584	27,633	23,160	877	1,099,239	858,803	11,187	123,248
...	...	...	32,918	24,659	...	32,975	24,698	...	6,282
187,209	161,716	6,584	60,551	47,819	877	1,132,214	883,501	11,187	129,530

subjects should be entered under only one head.
also reading *Law*.
in *Oriental Colleges*.

BOMBAY

BRITISH DISTRICTS—

II-B.—Distribution of Scholars attending

—	Government			District Board			Municipal Board		
	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
University and Intermediate Education (a).									
Arts and Science (b) ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
School and Special Education.									
In High Schools ...	211	193	...	...	...	...	...	...	...
,, Middle Schools (English)	577	506	...	26	21	...	107	85	...
,, Primary Schools ...	1,222	1,084	21	53,730	40,567	...	98,842	75,894	...
Total ...	2,010	1,783	21	53,756	40,588	...	98,949	75,979	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
,, Normal and Training Schools ...	268	234	247	...	...	...	27	38	...
,, Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
,, Commercial Schools ...	...	...	...	...	...	...	...	...	...
,, Agricultural Schools...	...	...	...	...	...	...	...	...	...
,, Schools for Adults ...	...	...	...	...	...	...	...	...	...
,, Other Schools ...	...	...	...	...	...	...	...	...	...
Total ...	268	234	247	...	...	...	27	38	...
Total for recognised institutions ...	2,278	1,967	268	53,756	40,588	...	98,976	76,017	...
IN UNRECOGNISED INSTITUTIONS ...	...	...	...	...	...	...	544	436	...
Grand Total, all Institutions for Females ...	2,278	1,967	268	53,756	40,588	...	99,520	76,453	...
Grand Total, all Institutions, Males and Females ...	19,759	17,748	3,215	677,297	508,015	604	342,952	267,211	175

(*a*) Scholars reading more than one of the following

(*b*) Includes no scholars

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1936-37.

Educational Institutions for Females.

Aided			Unaided						
Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of males included in column 16
10	11	12	13	14	15	16	17	18	19
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
16,524	14,870	2,249	854	751	...	17,589	15,814	2,249	1,322
2,675	2,379	102	419	380	29	3,804	3,371	131	625
21,119	17,142	1,265	1,304	1,006	...	176,217	135,643	1,286	4,185
40,318	34,391	3,616	2,577	2,137	29	197,610	154,828	3,666	6,132
...	...	...	...	...	...	...	...	...	...
522	567	349	...	...	...	917	839	596	...
1,013	729	137	124	119	...	1,137	848	137	...
36	29	...	...	...	...	36	29	...	...
...	...	...	...	...	...	...	...	...	...
520	373	48	2	1	...	522	373	48	...
20	15	2	88	68	5	108	83	7	29
2,211	1,713	536	214	188	5	2,720	2,172	788	29
42,529	36,103	4,152	2,791	2,325	34	200,330	157,000	4,454	6,161
...	...	...	2,801	2,071	...	3,345	2,507	...	473
42,529	36,103	4,152	5,592	4,396	34	203,675	159,507	4,454	6,634
229,738	197,819	10,736	66,143	52,215	911	1,335,889	1,043,008	15,641	...

subjects should be entered under only one head.
in *Oriental Colleges.*

Expenditure on Buildings includes Rs. 1,44,807 spent by the Public Works Department on educational buildings.

"Miscellaneous" includes the following main items :—

	Rs.
(1) Scholarships	6,63,741
(2) Hostel Charges	7,95,312
(3) Daksbina Grants and Fellowships	12,120
(4) Travelling allowances to Members of School Book Committees ...	1,336

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
UNIVERSITY AND INTERMEDIATE EDUCATION	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	.....	.....	.....	.....	.....	.....
Arts Colleges ...	3,04,943	.....	.....	4,03,163	1,30,054	8,38,160
Professional Colleges—						
Law ...	.....	.....	.....	58,843	.....	58,843
Medicine ...	90,307	.....	.....	1,78,775	17,067	2,86,149
Education ...	64,095	.....	.....	2,400	91	66,586
Engineering ...	1,39,436	.....	.....	67,270	668	2,07,374
Agriculture ...	1,12,296	.....	.....	41,587	.....	1,53,883
Commerce ...	.....	.....	.....	68,042	18,499	86,541
Technology ...	.....	.....	.....	.....	.....	.....
Total ...	7,11,077	.....	.....	8,20,080	1,66,379	16,97,536
SCHOOL EDUCATION						
General						
High Schools ...	5,20,368	.....	.....	2,39,393	5,627	7,65,388
Middle Schools—English.	23,074	.....	.....	8,970	22	32,066
Primary Schools ...	83,078	.....	.....	2,296	.....	85,374
Total ...	6,26,520	.....	.....	2,50,659	5,649	8,82,828

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1936-37.

Education for Males.

Rs.

(5) Grants for the Encouragement of Literature 19,640
(6) Examination Charges 73,954
(7) Grant to the Boy Scouts' Association 21,700

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	1,17,000	.....
.....	.....	.....	.....	.....	.....	1,39,800	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1,48,977	1,07,385	.....	2,56,362	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	33,436	.....
.....	.....	1,48,977	1,07,385	.....	2,56,362	2,90,236	.....
52,577	.....	84,653	1,71,514	3,766	3,12,510	7,29,028	2,345
12,253	10,874	43,043	90,406	6,196	1,62,772	73,964	1,245
79,16,225	11,54,651	29,20,774	2,60,675	3,04,980	1,25,57,305	3,06,611	12,458
79,81,055	11,65,525	30,48,470	5,22,595	3,14,942	1,30,32,587	11,09,603	16,048

BOMBAY

BRITISH DISTRICTS—

III-A.—Expenditure on

Direction ...
Inspection ...
Buildings, etc. ...
Miscellaneous ...

Total Indirect ...

—	Aided Institutions—*concld.*				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
UNIVERSITY AND INTERMEDIATE EDUCATION —*concld.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	...	11,61,156	.....	12,78,156	...	...	...
Arts Colleges ...	250	9,76,583	1,73,265	12,89,898	81,058	20,021	1,01,079
Professional Colleges—							
Law ...	...	.....	.....	...	40,624	10,675	51,299
Medicine ...	...	.....	.....	...	...	...	...
Education ...	...	.....	.....	...	...	...	...
Engineering ...	...	.....	.....	...	...	...	...
Agriculture ...	...	.....	.....	...	...	...	...
Commerce ...	...	.....	.....	...	17,550	20,353	37,903
Technology ...	...	8,755	1,19,881	1,62,072	...	...	...
Total ...	250	21,46,494	2,93,146	27,30,126	1,39,232	51,049	1,90,281
SCHOOL EDUCATION							
General							
High Schools ...	34,611	25,47,709	6,63,130	39,76,823	4,81,833	1,98,793	6,80,626
Middle Schools —English.	12,487	2,54,739	98,201	4,40,686	57,511	64,640	1,22,151
Primary Schools ...	1,37,588	3,00,793	7,18,410	14,75,860	38,500	1,30,854	1,69,354
Total ...	1,84,686	31,03,241	14,79,741	58,93,319	5,77,844	3,94,287	9,72,131

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1936-37.

Education for Males—contd.

Total Indirect expenditure from

Government funds	Board funds	Municipal funds	Fees	Other sources	Grand total
23	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,61,762	.....	.....	.....	3	1,61,765
6,32,786	1,44,342	1,83,374	.....	.....	10,17,499
2,72,575	1,45,135	1,21,463	57,000	5,86,746	11,84,919
5,38,142	59,326	21,784	2,47,015	6,88,676	16,54,943
17,54,265	3,48,803	3,26,618	3,04,015	12,75,425	40,19,126

Total Direct expenditure from

Government funds	Board funds	Municipal funds	Fees	Other sources	Grand total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,17,000	.....	.....	11,61,156	.....	12,78,156
4,44,743	.....	250	14,60,804	3,23,340	22,29,137
.....	.....	.....	99,467	10,675	1,10,142
90,307	.....	1,48,977	2,86,160	17,067	5,42,511
64,095	.....	.....	2,400	91	66,586
1,39,436	.....	.....	67,270	668	2,07,374
1,12,296	.....	.....	41,587	.....	1,53,883
.....	.....	.....	85,592	38,852	1,24,444
33,436	.....	.....	8,755	1,19,881	1,62,072
10,61,313	.....	1,49,227	32,13,191	5,10,574	48,74,305
13,61, 73	2,345	1,19,264	34,40,449	8,71,316	57,35,347
1,09,291	12,119	55,530	4,11,626	1,69,059	7,57,625
83,05,914	11,67,109	30,58,362	6,02,264	11,54,244	1,42,87,893
97,17,178	11,81,573	32,33,156	44,54,339	21,94,619	2,07,80,865

III-A.—Expenditure on

—	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
Special	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	79,478	.....	.....	41,181	930	1,21,589
Medical Schools ...	85,949	.....	.....	29,509	.....	1,15,468
Normal and Training Schools.	1,99,492	.....	6,817	3,500	1,731	2,11,470
Engineering Schools ...	22,457	.....	.....	27,360	199	50,016
Technical and Industrial Schools.	42,486	.....	15	3,120	224	45,845
Commercial Schools ...	2,183	.....	.....	7,983	1,618	11,784
Agricultural Schools ...	13,046	.....	.....	.....	.....	13,046
Reformatory Schools ...	37,497	.....	.....	.....	3,847	41,344
Schools for Defectives ...	.....	.....	.....	.....	.....	.....
Schools for Adults ...	469	.....	.....	.....	.....	469
Other Schools. ...	47,945	.....	.....	13,400	75	61,420
Total ...	5,30,932	.....	6,832	1,26,053	8,624	6,72,441
Grand Total Direct ...	18,68,529	.....	6,832	11,95,792	1,80,652	32,52,805

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1936-37.

Education for Males—contd.

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	973	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	5,750	.....
.....	.....	.....	.....	.....	.....	.....	.....
22,641	20,710	63,160	5,393	8,477	1,10,381	1,40,751	1,473
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	400	500
.....	.....	.....	.....	.....	.....	71,160	.....
.....	.....	.....	.....	.....	.....	12,769	.....
1,070	3,388	56,649	.....	16	61,123	6,034	237
175	.....	1,247	.....	.....	1,422	2,861	75
23,886	24,098	1,11,056	5,393	8,493	1,72,926	2,40,698	2,285
80,04,941	11,89,623	33,08,503	6,35,373	3,23,435	1,34,61,875	16,40,537	18,333

III-A.—Expenditure on

	Aided Institutions—*concld.*				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
Special—concld.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	300	241	1,951	3,465	...	...	...
Medical Schools ...	...	.....	.....	.....	31,396	1,242	32,638
Normal and Training Schools.	...	3,240	9,758	18,748	6,318	271	6,589
Engineering Schools .	...	.....	.....	.....	...	...	...
Technical and Industrial Schools.	7,500	1,20,498	61,706	3,31,923	46,472	14,416	60,888
Commercial Schools .	...	.....	.....	.....	83,503	11,877	95,380
Agricultural Schools .	...	.....	3,530	4,430	...	...	...
Reformatory Schools .	500	607	18,774	91,041	...	...	...
Schools for Defectives.	3,963	694	30,177	47,603	...	...	...
Schools for Adults ...	1,485	6,439	22,828	37,023	3,291	4,042	7,333
Other Schools ...	1,819	223	24,742	29,720	602	30,646	31,248
Total ...	15,567	1,31,937	1,73,466	5,63,953	1,71,582	62,494	2,34,076
Grand Total Direct ...	2,00,503	53,81,672	19,46,358	91,67,396	8,88,658	5,07,830	13,96,488
Grand Total (Direct and Indirect.)	...	.....	.....	.....	...	...	...

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1936-37.

Education for Males—concld.

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
80,451	.....	300	41,422	2,881	1,25,054
85,949	.....	.....	60,905	1,242	1,48,096
2,05,172	.....	6,817	13,058	11,760	2,36,807
22,457	.....	.....	27,360	199	50,016
2,05,878	22,183	60,675	1,75,478	84,823	5,49,037
2,183	.....	.....	91,486	13,495	1,07,164
13,446	500	.....	.....	3,530	17,476
1,08,657	.....	500	607	22,621	1,32,385
12,769	.....	3,963	694	30,177	47,603
7,573	3,625	58,134	9,730	26,886	1,05,948
50,981	75	3,066	14,225	55,463	1,23,810
7,95,516	26,383	1,33,455	4,34,965	2,53,077	16,43,396
1,15,14,007	12,07,956	35,15,888	81,02,495	29,58,270	2,72,98,566
1,32,78,272	15,56,759	38,42,455	84,06,510	42,33,695	3,13,17,692

Expenditure on Buildings includes Rs. 3,844 spent by the Public Works Department

"Miscellaneous" includes the following main items:—

	Rs.
(1) Scholarships	33,904
(2) Hostel charges	4,15,591
(3) Examination charges	10,657
(4) Grant to Girl Guide Association ...	4,000

—	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION						
General						
High Schools ...	17,122	.....	.....	2,852	.....	19,974
Middle Schools ...	53,010	.....	.....	5,345	1	58,356
Primary Schools...	33,373	.....	.....	.....	.....	33,373
Total ...	1,03,505	.....	.....	8,197	1	1,11,703
Special						
Normal and Training Schools.	1,24,714	.....	4,565	820	2,191	1,32,290
Technical and Industrial Schools.	.....	.....	.....	.....	.....	.....
Commercial Schools.	.....	.....	.....	.....	.....	.....
Schools for Adults.	.....	.....	.....	.....	.....	.....
Other Schools ...	.....	.....	.....	.....	.....	.....
Total ...	1,24,714	.....	4,565	820	2,191	1,32,290
Total Direct for Females.	2,28,219	.....	4,565	9,017	2,192	2,43,993
Grand Total for Males.	18,68,529	.....	6,832	11,96,792	1,80,652	32,52,805
Grand Total for all.	20,96,748	.....	11,397	12,05,809	1,82,844	34,96,798

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1936-37.

Education for Females.

on educational buildings.

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	3,65,059	200
108	.....	954	1,050	317	2,429	29,489	.....
13,30,830	98,460	14,06,638	7,041	23,984	28,66,953	96,714	1,061
13,30,938	98,460	14,07,592	8,091	24,301	28,69,382	4,91,262	1,261
.....	.....	9,285	.....	.....	9,285	51,437	.....
.....	.....	.....	.....	.....	.....	6,173	.....
.....	.....	.....	.....	.....	.....	2,151	.....
.....	.....	.....	.....	.....	.....	3,039	.....
.....	.....	.....	.....	.....	.....	425	.....
.....	.....	9,285	.....	.....	9,285	63,225	.....
13,30,938	98,460	14,16,877	8,091	24,301	28,78,667	5,54,487	1,261
80,04,941	11,89,623	33,08,503	6,35,373	3,23,435	1,34,61,875	16,40,537	18,333
93,35,879	12,88,083	47,25,380	6,43,464	3,47,736	1,63,40,542	21,95,024	19,594

BOMBAY
BRITISH DISTRICTS—
III-B—Expenditure on

Inspection ...
Buildings, etc. ...
Miscellaneous ...

Total Indirect ...

—	Aided Institutions—*concld.*				Recognised (Un-aided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
SCHOOL EDUCATION	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
General							
High Schools ...	3,750	7,57,730	3,74,340	15,01,079	26,897	21,433	48,330
Middle Schools ...	800	58,395	65,111	1,53,795	8,173	9,029	17,202
Primary Schools...	44,200	72,038	2,97,876	5,11,889	5,530	30,864	36,394
Total ...	48,750	8,88,163	7,37,327	21,66,763	40,600	61,326	1,01,926
Special							
Normal and Training Schools.	2,300	18,106	56,572	1,28,415	...	...	.....
Technical and Industrial Schools.	200	17,270	30,138	53,781	631	16,097	16,728
Commercial Schools.	.....	5,062	587	7,800	...	...	.....
Schools for Adults.	200	2,626	8,025	13,890	30	2,499	2,529
Other Schools ...	.....	1,539	3,063	5,027	1,200	510	1,710
Total ...	2,700	44,603	98,385	2,08,913	1,861	19,106	20,967
Total Direct for Females.	51,450	9,32,766	8,35,712	23,75,676	42,461	80,432	1,22,893
	Grand Total [Direct and Indirect] for Females ...						
Grand Total for Males.	2,00,503	53,81,672	19,46,353	91,87,398	8,88,658	5,07,830	13,96,488
Grand Total for all.	2,51,953	63,14,438	27,82,065	1,15,63,074	9,31,119	5,88,262	15,19,381

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1936-37.

Education for Females—concld.

Total Indirect expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
43,607	1,468	49,038	.....	.....	94,113
16,427	232	1,205	5,051	44,354	67,269
99,790	29	4,596	1,89,574	2,07,547	5,01,536
1,59,824	1,729	54,839	1,94,625	2,51,901	6,62,918

Total Direct expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,82,181	200	3,750	7,87,479	3,95,773	15,69,383
82,607	.....	1,754	72,963	74,458	2,31,782
14,60,917	99,521	14,50,838	84,609	3,52,724	34,48,609
19,25,705	99,721	14,56,342	9,45,051	8,22,955	52,49,774
1,76,151	.....	16,150	18,926	58,763	2,69,990
6,173	.....	200	17,901	46,235	70,509
2,151	.....	.....	5,062	587	7,800
3,039	.....	200	2,656	10,524	16,419
425	.....	.....	2,739	3,573	6,737
1,87,939	.....	16,550	47,284	1,19,682	3,71,455
21,13,644	99,721	14,72,892	9,92,335	9,42,637	56,21,229
22,73,468	1,01,450	15,27,731	11,86,960	11,94,538	62,84,147
1,32,78,272	15,56,759	38,42,456	84,06,510	42,33,695	3,13,17,692
1,55,51,740	16,58,209	53,70,187	95,93,470	54,28,233	3,76,01,839

BOMBAY

BRITISH DISTRICTS—

IV-A.—Race or Creed of Male Scholars

		Anglo-Indians and Europeans	Indian Christians	Hindus.*			
				Advanced	Intermediate	Backward†	Total
		1	2	3a	3b	3c	3
Total Male Population	...	19,532	145,493	702,830	5,441,101	1,897,224	8,041,155
School Education							
Classes							
Primary	I‡ ...	623	7,460	24,776	136,480	45,752	207,008
	II ...	240	3,368	18,564	81,862	22,081	122,507
	III ...	242	3,153	19,664	75,815	18,523	114,002
	IV ...	212	2,720	19,325	61,475	13,199	93,899
	V ...	254	2,471	18,896	52,579	9,806	81,281
Middle	VI ...	201	1,588	17,427	30,920	5,056	53,403
	VII ...	177	1,221	13,790	20,150	2,985	36,925
	VIII ...	137	1,221	13,950	18,043	2,699	34,692
High	IX ...	92	438	6,740	3,223	341	10,304
	X ...	66	190	6,081	2,605	246	8,932
	XI ...	.....	141	4,831	1,965	203	6,999
	XII ...	1	105	3,577	1,283	111	4,971
	Total ...	2,245	24,097	167,521	486,400	121,002	774,923
University and Intermediate Education.							
Intermediate classes—							
1st year	...	11	170	1,785	305	36	2,126
2nd year	...	8	126	1,705	293	20	2,023
Degree classes—							
1st year	...	.....	55	920	101	7	1,028
2nd year	...	3	56	886	118	14	1,018
Post-graduate classes—							
1st year	...	2	14	326	31	4	361
2nd year	...	1	18	255	18	3	276
Research students	...	1	6	86	2	...	88
Total	...	26	445	5,963	873	84	6,920
No. of scholars in recognised institutions.		2,271	24,542	173,484	487,273	121,086	781,843
No. of scholars in unrecognised institutions.		15	466	7,542	5,581	2,344	15,467
Grand Total	...	2,286	25,008	181,026	492,854	123,430	797,310

*Statistics of scholars belonging to the Lingayat and Maratha Communities included under Hindus are as under :—

	Primary Schools.	Secondary Schools.	Arts and Science Colleges.
(1) Lingayats ...	64,120	2,527	274
(2) Marathas ...	153,159	7,383	339

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1936-37.
receiving General Education.

Muhammadans	Buddhists	Parsis	Sikhs	Others	Total	Number of pupils from rural areas	Total number of married pupils	Number of married pupils of and above the age of 18 years
4	5	6	7	8	9	10	11	12
857,712	1,599	44,298	1,874	180,267	9,291,980	.....	.....	.....
38,715	10	805	88	4,902	259,631	161,198	1,700	29
20,518	5	644	50	3,083	160,420	96,138	2,221	32
17,051	6	725	27	3,141	138,347	88,260	3,067	28
13,407	7	781	29	2,914	113,269	70,391	4,241	38
11,000	4	809	14	2,933	98,771	59,116	4,787	87
7,292	3	826	16	2,493	65,822	34,318	4,514	170
4,591	...	737	9	1,875	45,535	22,278	4,007	376
4,134	1	641	6	1,545	42,377	20,876	4,579	988
1,033	...	590	5	760	13,242	2,898	619	235
894	...	517	2	590	11,191	2,264	669	364
689	2	448	3	482	8,764	1,672	671	495
533	...	508	1	316	6,436	1,111	522	413
119,857	38	8,031	250	25,064	954,595	560,520	31,597	3,255
135	...	206	4	180	2,832	541	191	190
139	...	183	3	140	2,622	534	300	300
74	...	79	...	44	1,280	255	149	149
79	...	90	...	63	1,309	272	217	217
14	...	26	...	14	431	77	71	71
21	...	27	...	20	363	58	81	81
5	...	11	1	2	114	16	25	25
467	...	622	8	463	8,951	1,753	1,034	1,033
120,324	38	8,653	258	25,527	963,456	562,273	32,631	4,288
9,526	...	587	12	1,093	27,166	11,202	133	66
129,850	38	9,240	270	26,620	990,622	573,475	32,764	4,354

† The following are included under the heading "Backward Hindus":—
(1) Scheduled Classes;
(2) Aboriginal and Hill Tribes;
(3) Other Backward Classes.

‡ Class I represents infant class.

BOMBAY

BRITISH DISTRICTS—

IV-B.—Race or Creed of Female Scholars

	Anglo-Indians and Europeans	Indian Christians	Hindus*			
			Advanced	Intermediate	Backward†	Total
	1	2	3a	3b	3c	3
Total Female Population ...	12,672	121,967	610,914	5,095,866	1,854,997	7,561,777
School Education						
Classes						
Primary I‡ ...	711	5,675	24,330	49,641	11,728	85,699
II ...	276	1,999	15,464	21,729	3,679	40,872
III ...	280	1,670	15,235	16,734	2,800	34,769
IV ...	283	1,472	12,716	10,742	1,753	25,211
V ...	288	1,377	10,731	6,673	1,046	18,450
Middle VI ...	282	992	7,364	3,106	411	10,861
VII ...	213	1,021	5,954	2,126	290	8,370
VIII ...	181	344	2,148	394	32	2,574
High IX ...	117	215	1,527	175	5	1,707
X ...	89	92	1,088	120	2	1,210
XI ...	.....	60	809	65	4	878
XII ...	1	38	507	49	3	559
Total ...	2,721	14,955	97,873	111,554	21,753	231,180
University and Intermediate Education.						
Intermediate classes—						
1st year ..	7	40	219	10	3	232
2nd year ...	5	41	182	14	1	197
Degree classes—						
1st year ...	1	17	72	1	.....	73
2nd year ...	1	23	65	1	.....	66
Post-graduate classes—						
1st year ...	.....	10	18	3	.....	21
2nd year ...	.....	2	17	.....	.....	17
Research students ...	1	1	8	.....	.....	8
Total ...	15	134	581	29	4	614
No. of scholars in recognised institutions.	2,736	15,089	98,454	111,583	21,757	231,794
No. of scholars in unrecognised institutions.	11	344	1,832	746	263	2,841
Grand Total ...	2,747	15,433	100,286	112,329	22,020	234,635

* Statistics of scholars belonging to the Lingayat and Maratha Communities included under Hindus are as under :—

	Primary Schools.	Secondary Schools.	Arts and Science Colleges.
(1) Lingayats ...	16,931	82	3
(2) Marathas ...	30,049	620	16

PROVINCE.

1936-37.

receiving General Education.

Muhammadans	Buddhists	Parsis	Sikhs	Others	Total	Number of pupils from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 14 years
4	5	6	7	8	9	10	11	12
725,547	449	41,364	504	160,108	8,624,388	.....	.....	.....
23,245	13	843	79	3,701	119,966	56,920	2,440	12
9,016	5	629	33	2,154	54,984	25,083	1,803	17
6,046	4	785	13	1,817	45,384	20,404	1,661	42
3,451	5	804	11	1,475	32,712	13,258	1,417	6
1,985	2	751	7	1,082	23,942	8,716	1,299	202
719	2	808	2	716	14,402	3,878	918	266
506	...	643	6	516	11,275	2,930	908	490
67	...	476	1	144	3,787	375	87	55
41	...	436	3	89	2,608	147	37	36
19	...	307	4	46	1,767	94	42	38
20	1	209	1	36	1,205	45	43	42
7	...	225	1	18	849	26	40	39
45,122	32	6,916	161	11,794	312,881	131,876	10,695	1,303
10	...	70	1	15	375	20	16	16
8	...	67	...	10	328	11	13	13
2	...	41	...	6	140	2	6	6
1	...	45	...	4	140	5	16	16
...	...	8	...	...	39	1	2	2
...	...	6	...	...	25	1	2	2
...	...	2	...	...	12	1	.....	.....
21	...	239	1	35	1,059	41	55	55
45,143	32	7,155	162	11,829	313,940	131,917	10,750	1,358
5,190	...	358	40	370	9,154	3,377	81	68
50,333	32	7,513	202	12,199	323,094	135,294	10,831	1,426

† The following are included under the heading "Backward Hindus":—
(1) Scheduled Classes;
(2) Aboriginal and Hill Tribes;
(3) Other Backward Classes.

‡ Class I represents infant class.

V-A.—Race or Creed of Male Scholars

	Anglo-Indians and Europeans	Indian Christians	Hindus*			
			Advanced	Intermediate	Backward†	Total
	1	2	3 (*a*)	3 (*b*)	3 (*c*)	3
School Education.						
Art Schools	9	36	358	79	6	443
Medical Schools	2	29	553	68	8	629
Normal and Training Schools...	.....	60	277	401	106	784
Engineering and Surveying Schools.	1	2	179	86	1	216
Technical and Industrial Schools.	5	366	899	617	90	1,606
Commercial Schools... ...	1	318	827	169	14	1,010
Agricultural Schools... ...	.....	.....	21	52	3	76
Reformatory Schools ...	1	40	60	214	94	368
Schools for Defectives ...	3	27	94	41	13	148
Schools for Adults	.....	69	202	3,012	1,328	4,542
Other Schools	.....	9	1,145	219	...	1,364
Total ...	22	956	4,615	4,908	1,663	11,186
University and Intermediate Education.						
Law	1	29	695	113	24	832
Medicine	1	87	597	96	22	715
Education	.....	3	60	11	...	71
Engineering	2	17	94	50	3	147
Agriculture	.....	10	121	50	...	171
Commerce	1	17	306	29	...	335
Technology	.....	.....	37	2	...	39
Total ...	5	163	1,910	351	49	2,310
Grand Total ...	27	1,119	6,525	5,259	1,712	13,496

* The following are included under Hindus:—

(1) Lingayats 607

(2) Marathas 1,900

PROVINCE.

1936-37.

receiving Vocational and Special Education.

Muhammadans	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas	Total number of married pupils.	Number of married pupils of and above the age of 18 years.
4	5	6	7	8	9	10	11	12
41	.....	41	3	22	595	61	60	56
27	.....	4	1	30	722	78	215	203
128	.....	.....	.....	13	985	729	679	677
6	.....	20	3	4	252	44	28	28
194	.....	172	11	47	2,401	610	286	268
58	.....	319	2	45	1,753	43	128	116
†	.....	.....	.....	...	77	41	20	15
270	.....	3	1	5	688	132	5	.....
33	.....	15	.....	12	238	55	1	1
1,025	.....	4	1	15	5,656	2,685	2,054	1,916
785	.....	1	.....	9	2,168	233	436	413
2,568	.....	579	22	202	15,535	4,711	3,907	3,693
42	.....	45	.....	63	1,018	175	334	334
75	.....	70	1	155	1,104	209	271	271
3	.....	2	.....	1	80	.....	64	64
13	.....	38	1	3	216	17	29	29
7	.....	2	.....	3	193	99	36	36
18	.....	77	.....	57	505	29	64	64
1	.....	2	.....	3	45	8	11	11
165	.....	231	2	285	3,161	537	809	809
2,733	.....	810	24	487	18,696	5,248	4,716	4,502

† The following are included under the heading "Backward Hindus";—
(1) Scheduled Classes;
(2) Aboriginal and Hill Tribes;
(3) Other Backward Classes.

V-B.—Race or Creed of Female Scholars

	Anglo-Indians and Europeans	Indian Christians	Hindus*			
			Advanced	Intermediate	Backward†	Total
	1	2	3 (*a*)	3 (*b*)	3 (*c*)	3
School Education.						
Art Schools	4	13	51	2	...	53
Medical Schools	3	26	74	13	...	87
Normal and Training Schools	82	245	309	149	24	482
Technical and Industrial Schools.	.....	203	446	112	7	565
Commercial Schools ...	34	33	5	...	...	5
Agricultural Schools ...	.....	...	.....	...	...	...
Schools for Defectives ...	1	13	28	7	2	37
Schools for Adults... ...	.....	4	324	75	91	490
Other Schools	.....	5	82	25	...	107
Total ...	124	542	1,319	383	124	1,826
University and Intermediate Education.						
Law	.....	3	10	...	...	10
Medicine	.....	19	66	9	5	80
Education	.....	4	14	...	...	14
Agriculture	.....	...	.....	...	...	...
Commerce	.....	...	1	...	...	1
Total ...	.....	26	91	9	5	105
Grand Total ...	124	568	1,410	392	129	1,931

*The following are included under "Hindus":—

(1) Lingayats 20

(2) Marathas 193

PROVINCE.

1936-37.

receiving Vocational and Special Education.

Muhammadans	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 14 years.
4	5	6	7	8	9	10	11	12
2	.....	22	.....	3	97	.....	10	10
1	.....	5	.....	6	128	1	3	3
89	.....	25	.....	23	946	258	344	344
10	.....	336	6	39	1,219	30	316	316
...	.....	13	.....	4	89	1	5	5
...	.....	.....	.....	...	...	.....	.....	.....
...	.....	1	.....	2	54	5	1	1
8	.....	133	.....	8	643	92	208	206
3	.....	.....	.....	...	115	.....	8	8
113	.....	595	6	85	3,291	387	895	893
...	.....	4	.....	1	18	.....	.....	.....
7	.....	27	.....	7	140	1	5	5
...	.....	2	.....	1	21	.....	4	4
...	.....	1	.....	1	2	.....	.....	.....
...	.....	4	.....	...	5	.....	.....	.....
7	.....	38	.....	10	186	1	9	9
120	.....	633	6	95	3,477	388	904	902

† The following are included under the heading "Backward Hindus":—

(1) Scheduled Classes;

(2) Aboriginal and Hill Tribes;

(3) Other Backward Classes.

BOMBAY

BRITISH DISTRICTS—

V-B.—Race or Creed of Female Scholars

	Anglo-Indians and Europeans	Indian Christians	Hindus*			
			Advanced	Intermediate	Backward†	Total
	1	2	3 (*a*)	3 (*b*)	3 (*c*)	3
School Education.						
Art Schools	4	13	51	2	...	53
Medical Schools	3	26	74	13	...	87
Normal and Training Schools	82	245	309	149	24	482
Technical and Industrial Schools.	.....	203	446	112	7	565
Commercial Schools ...	34	33	5	...	...	5
Agricultural Schools ...	.....	...	.....	...	...	...
Schools for Defectives ...	1	13	28	7	2	37
Schools for Adults... ...	.....	4	324	75	91	490
Other Schools	.....	5	82	25	...	107
Total ...	124	542	1,319	383	124	1,826
University and Intermediate Education.						
Law	.....	3	10	...	...	10
Medicine	.....	19	66	9	5	80
Education	.....	4	14	...	...	14
Agriculture	.....	...	.....	...	...	...
Commerce	.....	...	1	...	...	1
Total ...	.....	26	91	9	5	105
Grand Total ...	124	568	1,410	392	129	1,931

*The following are included under "Hindus" :—

(1) Lingayats 20

(2) Marathas 193

PROVINCE.

1936-37.

receiving Vocational and Special Education.

Muhammadans	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 14 years.
4	5	6	7	8	9	10	11	12
2	.....	22	.....	3	97	.....	10	10
1	.....	5	.....	6	128	1	3	3
89	.....	25	.....	23	946	258	344	344
10	.....	396	6	39	1,219	30	316	316
...	.....	13	.....	4	89	1	5	5
...	.....	.....	.....	...	...	.....	.....	.....
...	.....	1	.....	2	54	5	1	1
8	.....	133	.....	8	643	92	208	206
3	.....	.....	.....	...	115	.....	8	8
113	.....	595	6	85	3,291	387	895	893
...	.....	4	.....	1	18	.....	.....	.....
7	.....	27	.....	7	140	1	5	5
...	.....	2	.....	1	21	.....	4	4
...	.....	1	.....	1	2	.....	.....	.....
...	.....	4	.....	...	5	.....	.....	.....
7	.....	38	.....	10	186	1	9	9
120	.....	633	6	95	3,477	388	904	902

† The following are included under the heading "Backward Hindus":—

(1) Scheduled Classes;

(2) Aboriginal and Hill Tribes;

(3) Other Backward Classes.

BOMBAY

BRITISH DISTRICTS—

VI-A—Men

Class of Institutions	Trained teachers with the following educational qualifications				
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications
	1	2	3	4	5
Primary Schools					
Government	.....	.....	.....	90	.....
Local Board and Municipal ...	2	10	.....	13,512	5
Aided	9	10	.....	589	16
Unaided	2	1	.....	69	3
Total ...	13	21	.....	14,260	24
Middle Schools					
Government	11	1	.....	.....	.....
Local Board and Municipal ...	12	3	.....	4	3
Aided	23	15	.....	8	11
Unaided	13	4	.....	2	1
Total ...	59	23	.....	14	15
High Schools					
Government	219	20	.....	2	9
Local Board and Municipal ...	71	10	.....	7	8
Aided	473	137	2	59	94
Unaided	46	7	6	2	8
Total ...	809	174	8	70	119
Grand Total ...	881	218	8	14,344	158

PROVINCE.

1936-37.

Teachers.

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
Possessing a degree		*Possessing no degree*				
Certificated	Uncertificated	Certificated	Uncertificated			
6	7	8	9	10	11	12
.....	.....	.....	29	90	29	119
1	.....	491	11,344	13,529	11,736	25,265
4	21	22	2,563	624	2,613	3,237
3	5	9	403	75	420	495
8	29	522	14,239	14,318	14,798	29,116
1	2	2	5	12	10	22
14	19	51	141	22	225	247
34	108	78	334	57	554	611
7	39	15	126	20	187	207
56	168	146	606	111	976	1,087
2	45	4	27	250	78	328
30	59	42	107	96	238	334
447	798	473	994	765	2,712	3,477
55	158	27	127	69	367	436
534	1,060	546	1,255	1,180	3,395	4,575
598	1,257	1,214	16,100	15,609	19,169	34,778

Class of Institutions	Trained Teachers with the following educational qualifications				
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications
	1	2	3	4	5
Primary Schools					
Government	.....	.....	.....	46	.....
Local Board and Municipal ...	.....	2	.....	2,114	.....
Aided	6	8	.....	601	5
Unaided	.....	.....	.....	33	1
Total ...	6	10	.....	2,794	6
Middle Schools					
Government	12	1	.....	2	.....
Local Board and Municipal ...	.....	1	.....	2	.....
Aided	5	52	.....	12	21
Unaided	2	7	.....	3	2
Total ...	19	61	.....	19	23
High Schools					
Government	5	.....	.....	.....	.....
Local Board and Municipal ...	.....	.....	.....	.....	.....
Aided	122	313	.....	31	72
Unaided	8	4	.....	2	2
Total ...	135	317	.....	33	74
Grand Total ...	160	388	.....	2,846	103

PROVINCE.

1936-37.

Teachers.

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
Possessing a degree		*Possessing no degree*				
Certificated	Uncertificated	Certificated	Uncertificated			
6	7	8	9	10	11	12
.....	.....	.....	1	46	1	47
.....	.....	5	1,824	2,116	1,829	3,945
5	21	23	670	620	719	1,339
1	2	1	47	34	51	85
6	23	29	2,542	2,816	2,600	5,416
1	1	3	2	15	7	22
.....	.....	.....	3	3	3	6
4	6	33	59	90	102	192
1	1	8	17	14	27	41
6	8	44	81	122	139	261
.....	.....	3	1	5	4	9
.....	.....	.....	.....	.....	.....	.....
62	102	128	235	538	527	1,065
6	27	5	25	16	63	79
68	129	136	261	559	594	1,153
80	160	209	2,884	3,497	3,333	6,830

VII.—Anglo-Indian and

Total Anglo-Indian and European population, ... Male ... 19,532; Female ... 12,672; Total ... 32,204

	Institutions	Scholars on roll on March 31st	Number of females in institutions for males and *vice versa*	Number of Non-Europeans on rolls*
	1	2	3	4
Institutions for Males				
Arts Colleges	.....	.....	.....	.....
Training Colleges	.....	.....	.....	.....
High Schools	6	1,532	99	357
Middle Schools	6	506	218	99
Primary Schools	.....	.....	.....	.....
Training Schools	.....	.....	.....	.....
Technical and Industrial Schools	.....	.....	.....	.....
Commercial Schools	.....	.....	.....	.....
Other Schools	.....	.....	.....	.....
Total	12	2,038	317	456
Institutions for Females				
Arts Colleges	.....	.....	.....	.....
Training Colleges	.....	.....	.....	.....
High Schools	12	2,699	398	678
Middle Schools	5	382	170	65
Primary Schools	.....	.....	.....	.....
Training Schools	2	104	.....	22
Technical and Industrial Schools	.....	.....	.....	.....
Commercial Schools	1	36	.....	6
Other Schools	.....	.....	.....	.....
Total	20	3,221	568	771
Grand Total for all Institutions	32	5,259	.....	1,227

Expenditure on Buildings includes Rs. Nil spent by the Public Works Department.

"Miscellaneous" includes the following main items :—

	Rs.
(1) Hostel (Boarding) charges	3,20,599
(2) Scholarships	19,244
(3) Examination charges	879
Total	3,40,722

* The term "Non-Europeans" does not include Anglo-Indians and domiciled Europeans.

PROVINCE.

1936-37.

European Education.

Percentage to Anglo-Indian and European population of those at school. {Males ... 10·4 / Females... 25·4

Total ... 16·3

Teachers		Direct Expenditure from				
Trained	Untrained	Government funds	†Local funds	Fees	Other sources	Total expenditure
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
60	24	1,22,703	1,200	1,59,847	12,147	2,95,697
14	11	18,891	.....	15,010	21,969	55,870
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
4	35	1,41,594	1,200	1,74,857	34,116	3,51,767
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
160	30	1,69,190	800	2,31,848	52,717	4,54,555
13	7	11,258	.....	10,984	12,119	34,361
.....	.....	.....	.....	.....	.....	.....
12	1	19,520	.....	10,124	12,004	41,648
.....	.....	.....	.....	.....	.....	.....
3	1	2,151	.....	5,062	587	7,800
.....	.....	.....	.....	.....	.....	.....
188	39	2,02,119	800	2,58,018	77,427	5,38,364
262	74	3,43,713	2,000	4,32,875	1,11,543	8,90,131
Indirect Expenditure—						
Inspection ...		7,300	.....	.....	.....	7,300
Buildings, etc. ...		38,603	.....	4,427	7,181	50,211
Miscellaneous ...		93,895	.....	1,71,652	75,175	3,40,722
Total ...		1,39,798	.....	1,76,079	82,356	3,98,233
Grand Total ... (Direct and Indirect)		4,83,511	2,000	6,08,954	1,93,899	12,88,364

† Local Funds include both District Board and Municipal funds.

Examinations	MALES					
	Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total
	1	2	3	4	5	6
DEGREE EXAMINATIONS						
Arts and Science						
D.Litt.	...	...	...	...	...	...
Ph.D.	7	...	7†	6	...	6
D.Sc.	3	...	3‡	1	...	1
M.A.	177	...	177	124	...	124
M.Sc.	39	...	39	33	...	33
B.A. (Honours)	429	37	466	415	19	434
B.Sc. (Honours)	...	...	...	...	...	...
B.A. (Pass)	501	438	939	383	210	596
B.Sc. (Pass)	321	72	393	250	33	283
Law						
Master of Law	5	...	5	2	...	2
Bachelor of Law	917	...	917	421	...	421
Medicine						
M.D.	16	...	16	2	...	2
M.B., B.S.	514	...	514	151	...	151
L.M.S. (Bombay)	...	...	...	...	...	...
F.C.P. & S. (Bombay)	1	...	1	...	...	...
M.S.F.M. (Calcutta)	...	...	...	...	...	...
M.S.	4	...	4	1	...	1
D.O.	1	...	1	1	...	1
B.Hyg.	5	...	5	2	...	2
D.P.H.	...	...	...	...	...	...
B.Sc. (Tech.)	18	...	18	18	...	18
D.T.M. (Calcutta)	...	...	...	...	...	...
Engineering						
Master of C.E.	...	...	...	...	...	...
Bachelor of C.E.	59	...	59	46	...	46
Bachelor of M.E.	19	...	19	14	...	14
Bachelor of E. E.	34	...	34	21	...	21
Education						
B.T.	124	...	124	85	...	85
Commerce						
Master of Commerce	3	...	3	3	...	3
Bachelor of Commerce	258	...	258	92	...	92
Agriculture						
Master of Agriculture	2	...	2†	1	...	
Bachelor of Agriculture	53	...	53	41	...	41

* i.e., Appearing from
† Result of one candi
‡ Result of two candi

PROVINCE.
1936-37.
Results.

FEMALES					
Number of Examinees			Number Passed		
Public*	Private	Total	Public*	Private	Total
7	8	9	10	11	12
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
20	.....	20	10	.....	10
1	.....	1	1	.....	1
81	1	82	76	.....	76
.....	.....	.....	.....	.....	.....
51	20	71	39	10	49
9	.....	9	9	.....	9
.....	.....	.....	.....	.....	.....
3	.....	3	1	.....	1
.....	.....	.....	.....	.....	.....
61	.....	61	26	.....	26
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
20	.....	20	14	.....	14
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
1	.....	1	1*	.....	1

a recognised Institution.
date is awaited.
dates is awaited.

Examinations	Males					
	Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total
	1	2	3	4	5	6
Intermediate Examinations						
Intermediate in Arts	1,474	310	1,784	897	178	1,075
Intermediate in Science	1,132	169	1,301	648	95	743
Licentiate of Civil Engineering ...	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching (S.T.C.).	446	...	446	134	...	134
Intermediate in Commerce ...	301	...	301	156	...	156
First Year in Agriculture	91	...	91	58	...	58
Second Year in Agriculture ...	60	...	60	53	...	53
School Examinations						
(a) On completion of High School Course						
Matriculation	12,438	8,159	20,597	3,506	1,494	5,000
European High School	...	...	...	...	...	...
Cambridge School Certificate ...	70	...	70	38	...	38
(b) On completion of Middle School Course						
Cambridge Junior	73	...	73	45	...	45
European Middle	...	...	...	...	...	...
Anglo-Vernacular Middle	13,642	...	13,642	11,609	...	11,609
Vernacular Final	19,548	2,001	21,549	7,831	332	8,163
(c) On completion of Primary Course						
Upper Primary	18,529	1,149	19,678	9,878	124	10,002
Lower Primary	84,210	...	84,210	58,690	...	58,690
(d) On completion of Vocational Course						
For Teacher's Certificates—						
Vernacular, Higher	998	125	1,123	852	79	931
At Art Schools	28	...	28	18	...	18
At Law Schools	...	...	...	...	...	...
At Medical Schools (L.C.P.S.) ...	433	...	433	133	...	133
At Engineering Schools	64	...	64	63	...	63
At Technical and Industrial Schools.	123	...	123	107	...	107
At Commercial Schools	705	152	857	279	45	324
At Agricultural Schools	...	...	...	...	...	...
At other Schools	...	...	...	...	...	...

* *i.e.*, Appearing from

FEMALES					
Number of Examinees			Number Passed		
Public* 7	Private 8	Total 9	Public* 10	Private 11	Total 12
215	27	242	125	16	141
124	9	133	59	8	67
.....	.....	.....	.....	.....	.....
107	.....	107	48	.....	48
3	.....	3	2	.....	2
1	.....	1	1	.....	1
.....	.....	.....	.....	.....	.....
1,406	404	1,810	492	105	597
.....	.....	.....	.....	.....	.....
98	.....	98	51	.....	51
119	.....	119	78	.....	78
.....	.....	.....	.....	.....	.....
2,721	.....	2,721	2,308	.....	2,308
4,751	688	5,439	1,919	137	2,056
5,326	327	5,653	2,920	37	2,957
18,625	.....	18,625	13,512	.....	13,512
444	116	560	279	86	365
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
47	.....	47	14	.....	14
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
7	.....	7	2	.....	2
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

recognised Institution.

Types of Institutions.	Number of Institutions and Scholars.							
	Government.		District Board.		Private.*		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
I. RECOGNIZED INSTITUTIONS.								
For Males.								
Arts Colleges	...	...	...	...	1	329	1	329
Professional Colleges ...	1	195	...	...	...	...	1	195
High Schools	...	...	...	...	20	3,593	20	3,593
Middle Schools	...	...	106	3,053	57	4,144	163	7,197
Primary Schools	5	381	8,283	591,288	1,399	50,856	9,687	642,525
Training Schools	7	696	...	...	3	111	10	807
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for adults	...	...	56	1,334	24	644	80	1,978
Other Schools	...	...	...	...	6	259	6	259
Total ...	13	1,272	8,445	595,675	1,510	59,936	9,968	656,883
For Females.								
Arts Colleges	...	...	...	...	...	...	...	...
High Schools	...	...	...	...	2	275	2	275
Middle Schools	...	...	1	26	1	53	2	79
Primary Schools	...	...	660	48,083	63	3,423	723	51,506
Training Schools	3	218	...	...	4	223	7	441
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for adults	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...
Total ...	3	218	661	48,109	70	3,974	734	52,301
Grand Total for all Recognized Institutions.	16	1,490	9,106	643,784	1,580	63,910	10,702	709,184
II. UNRECOGNIZED INSTITUTIONS.								
For Males			...	...	...	...	373	13,777
For Females			...	...	...	...	15	788
Total ...							388	14,565
Grand Total for all Institutions ...							11,090	723,749

* Aided and unaided.

PROVINCE.

1936-37.

Institutions in Rural Areas.

Expenditure on Institutions. (Direct and Indirect)				Number of Teachers.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government schools.	In District Board schools.	In private schools.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
6,000	.....	76,153	82,153	.....	.....	19	19
1,12,296	.....	47,247	1,59,543	27	.....	.....	27
42,516	1,845	1,80,793	2,25,154	.....	.....	219	219
27,328	9,300	1,87,377	2,24,005	.....	107	260	367
62,57,360	13,19,776	7,36,316	83,13,452	13	17,497	1,808	19,318
1,84,020	6,817	22,361	2,13,198	57	.....	27	84
.....	.....	.....	.....	.....	.....	.....	.....
4,306	3,293	1,808	6,407	.....	45	26	71
3,296	2,423	18,372	24,091	.....	.....	35	35
66,34,122	13,43,454	12,70,427	92,48,003	97	17,649	2,394	20,140
.....	.....	.....	.....	.....	.....	.....	.....
14,499	.....	27,883	42,382	.....	.....	27	27
545	.....	2,197	2,742	.....	1	5	6
5,31,700	80,333	59,498	6,71,531	.....	1,262	171	1,433
1,09,499	4,565	24,469	1,38,533	29	.....	42	71
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
6,56,243	84,898	1,14,047	8,55,188	29	1,263	245	1,537
72,90,365	14,28,352	13,84,474	1,01,03,191	126	18,912	2,639	21,677

Explanatory Notes:—

(1) Figures for *urban* areas (i.e. municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

(3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.

(4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in *rural* areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in *urban* areas.

BOMBAY

BRITISH

X—Scholars by Classes

Class	Primary				
Ages	*I	II	III	IV	V
Below 5	2,462	212	18	.....	.....
5 to 6	70,424	5,256	430	59	4
6 to 7	102,702	26,717	4,703	576	31
7 to 8	87,217	46,567	22,521	4,079	352
8 to 9	58,080	47,859	38,746	17,341	3,455
9 to 10	31,411	36,366	41,476	28,811	13,519
10 to 11	15,984	22,703	33,550	31,981	23,679
11 to 12	7,060	11,421	21,913	27,463	26,404
12 to 13	2,353	4,971	11,823	18,671	23,617
13 to 14	853	1,978	5,268	10,104	15,596
14 to 15	615	749	2,171	4,602	9,110
15 to 16	159	412	700	1,938	4,055
16 to 17	97	125	231	748	1,810
17 to 18	85	43	74	186	683
18 to 19	59	16	39	82	283
19 to 20	20	9	26	19	83
over 20	16	.....	12	21	32
Total ...	379,597	205,404	183,731	146,681	122,713

N.B.—The figures entered in this table relate

*Class I represents Infant Class.

PROVINCE.

DISTRICTS—1936-37.

and Ages (Quinquennial).

Middle			High.				Total
VI	VII	VIII	IX	X	XI	XII	
26	.....	.....	.....	.....	.....	.....	2,718
16	.....	.....	.....	.....	.....	.....	76,189
30	.....	.....	.....	.....	.....	.....	134,759
121	.....	.....	.....	.....	.....	.....	160,857
541	14	.....	.....	.....	.....	.....	166,036
2,149	474	13	1	.....	.....	.....	154,220
7,709	1,632	388	17	2	.....	.....	137,640
14,640	5,354	1,728	113	18	.....	.....	116,144
17,426	9,701	4,096	733	88	10	.....	93,489
16,023	12,202	7,472	2,205	565	73	8	72,347
10,832	11,113	9,503	3,984	1,822	399	78	54,978
6,063	7,939	8,604	3,262	3,156	1,358	299	37,945
2,886	4,563	6,524	2,474	2,805	2,566	1,061	25,880
1,098	2,243	3,967	1,453	1,938	2,058	1,778	15,606
403	968	2,221	847	1,220	1,493	1,501	9,132
167	353	1,033	453	749	1,021	1,231	5,214
94	264	620	308	595	991	1,279	4,232
80,224	56,810	46,164	15,850	12,958	9,969	7,285	1,267,386

to the last year of the quinquenium.

BOMBAY PROVINCE—*concld.*

BRITISH DISTRICTS—1936-37—*concld.*

X—Scholars by Classes and Ages (Quinquennial)—concld.

Class / Ages	Intermediate Classes		Degree Classes		Post Graduate Classes		Research Students	Total	Grand Total
	1st Year	2nd Year	1st Year	2nd Year	1st Year	2nd Year			
Below 5 ...	...	...	...	...	...	...	...	...	2,718
5 to 6 ...	...	...	...	...	...	...	...	...	76,189
6 to 7 ...	...	...	...	...	...	...	...	...	134,759
7 to 8 ...	...	...	...	...	...	...	...	...	160,357
8 to 9 ...	...	...	...	...	...	...	...	...	166,036
9 to 10 ...	...	...	...	...	...	...	...	...	154,320
10 to 11 ...	...	...	...	...	...	...	...	...	137,640
11 to 12 ...	...	...	...	...	...	...	...	...	116,144
12 to 13 ...	...	...	...	...	...	...	...	...	93,489
13 to 14 ...	...	...	...	...	...	...	...	...	72,347
14 to 15 ...	...	...	...	...	...	...	...	...	54,378
15 to 16 ...	156	19	2	...	...	...	...	177	38,122
16 to 17 ...	374	84	5	1	...	...	...	464	26,344
17 to 18 ...	500	214	46	14	...	...	...	774	16,380
18 to 19 ...	683	396	121	23	2	...	...	1,225	10,357
19 to 20 ...	587	772	226	147	9	2	...	1,743	6,957
over 20 ...	907	1,465	1,020	1,264	459	386	126	5,627	9,859
Total ...	3,207	2,950	1,420	1,449	470	388	126	10,010	1,277,396

N.B.—The figures entered in this table relate to the last year of the quinquenium.

APPENDIX I.

APPENDIX

Table showing the classification of scholars according to race Districts of the Bombay Province

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION.						
University	...	...	6	...	51	5
Colleges for Men.						
Arts and Science	26	15	439	134	3,768	336
Professional Colleges for Men.						
Law	1	...	29	3	469	7
Medicine	1	...	87	19	401	43
Education	...	...	3	4	44	11
Engineering	2	...	17	...	74	...
Agriculture	...	...	10	...	58	...
Commerce	1	...	17	...	114	...
Technology	...	...	...	...	24	...
Total, Professional Colleges ...	5	...	163	26	1,184	61
Total, University, Arts and Professional Colleges	31	15	608	160	5,003	402
Secondary Schools.						
High Schools for ... Boys ...	1,372	95	5,571	811	23,850	2,061
Girls ...	395	2,102	317	2,591	43	3,858
Middle Schools for ... Boys ...	252	176	519	191	4,148	554
Girls ...	208	339	292	1,116	22	862
Total ...	2,227	2,712	6,699	4,709	28,063	7,335
Primary Schools.						
For Boys ... Upper Primary.	...	...	1,684	96	13,445	679
Lower Primary.	18	9	14,920	5,711	53,697	16,135
For Girls ... Upper Primary.	...	...	21	973	1	4,822
Lower Primary.	...	...	773	3,466	398	29,656
Total ... Upper Primary.	...	...	1,705	1,069	13,446	5,501
Lower Primary.	18	9	15,693	9,177	54,095	45,791
Total ...	18	9	17,398	10,246	67,541	51,292
Special Education.						
rt Schools for Men	9	4	36	13	158	15
edical Schools for Men	2	3	29	26	385	43
ormal and Training Schools for Men ...	...	...	60	10	259	9
Schools for Women ...	...	82	...	235	...	238
ngineering Schools for Boys ...	1	...	2	...	165	...

I.

or creed in Recognised and Unrecognised institutions in the British on 31st March, 1937.

III.—Hindus

A.—Advanced				B.—Intermediate			
Other Advanced		Total (Advanced)		Marathas		Kunbis, Kolis, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
45	3	96	8	4	...	2	...
2,099	237	5,867	573	335	16	104	1
226	3	695	10	22	...	57	...
196	23	597	66	18	8	45	...
16	3	60	14	1	...	5	...
20	...	94	...	8	...	18	...
63	...	121	...	15	...	13	...
192	1	306	1	8	...	11	...
13	...	37	...	...	...	2	...
726	30	1,910	91	72	8	151	...
2,870	270	7,873	672	411	24	257	1
13,868	890	37,718	2,951	6,005	115	6,191	97
252	2,619	295	6,477	8	376	...	273
3,207	236	7,355	790	1,365	46	2,395	63
21	333	43	1,195	5	83	...	48
17,348	4,078	45,411	11,413	7,383	620	8,586	481
8,338	295	21,783	974	16,456	208	20,305	465
45,819	9,325	99,516	25,460	136,451	15,967	152,677	18,547
...	2,725	1	7,547	1	719	1	1,468
412	22,823	810	52,479	251	13,155	187	16,875
8,338	3,020	21,784	8,521	16,457	927	20,306	1,933
46,231	32,148	100,326	77,939	136,702	29,123	152,864	35,422
54,569	35,168	122,110	86,460	153,159	30,049	173,170	37,355
200	36	358	51	20	1	5	...
168	31	553	74	35	10	19	3
18	4	277	13	166	...	140	...
...	58	...	296	...	55	...	37
14	...	179	...	9	...	10	...

III.—Hindus

	B.—Intermediate—*concld.*					
	Artisans, etc.		Lingayats		Total (Intermediate)	
	Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION.						
University	...	...	...	...	6	...
Colleges for Men.						
Arts and Science	154	9	274	3	867	29
Professional Colleges for Men.						
Law	15	...	19	...	113	...
Medicine	23	1	10	...	96	9
Education	3	...	2	...	11	...
Engineering	19	...	5	...	50	...
Agriculture	...	...	22	...	50	...
Commerce	2	...	8	...	29	...
Technology	...	...	...	...	2	...
Total, Professional Colleges ...	62	1	66	...	351	9
Total, University, Arts and Professional Colleges	216	10	340	3	1,224	38
Secondary Schools.						
High Schools for ... Boys ...	4,163	88	2,095	16	18,454	316
Girls ...	...	256	...	36	8	941
Middle Schools for ... Boys ...	1,092	25	431	8	5,283	142
Girls ...	6	36	1	22	12	189
Total ...	5,261	405	2,527	82	23,757	1,588
Primary Schools.						
For Boys ... Upper Primary.	8,300	89	9,522	80	54,583	342
Lower Primary.	63,765	6,906	54,584	6,785	407,477	48,205
For Girls ... Upper Primary.	...	1,033	2	401	4	3,621
Lower Primary.	129	17,603	12	9,665	579	57,298
Total ... Upper Primary.	8,300	1,122	9,524	481	54,587	4,463
Lower Primary.	63,894	24,509	54,596	16,450	408,056	105,503
Total ...	72,194	25,631	64,120	16,931	462,643	109,966
Special Education.						
Art Schools for Men	52	1	2	...	79	2
Medical Schools for Men	1	...	13	...	68	13
Normal and Training Schools for Men ...	48	1	47	...	401	1
Normal and Training Schools for Women ...	...	39	...	17	...	148
Engineering Schools for Boys ...	12	...	5	...	36	...

I—*continued.*

—*contd.*

C.—Backward							
Scheduled classes		Aboriginal and Hill Tribes		Other Backward classes		Total (Backward)	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	...	...	...	...	...	1	...
35	...	1	...	47	4	83	4
18	...	...	...	6	...	24	...
1	...	...	...	21	5	22	5
...	...	...	...	...	...	...	...
3	...	...	...	...	...	3	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
22	...	...	...	27	5	49	5
58	...	1	...	74	9	133	9
1,376	17	44	3	528	7	1,948	27
...	24	...	...	...	6	...	30
372	8	38	...	186	3	596	11
1	3	...	1	1	3	2	7
1,749	52	82	4	715	19	2,546	75
5,064	80	1,399	26	2,623	80	9,086	186
59,666	8,941	24,286	2,307	24,854	2,927	108,806	14,175
...	249	9	35	4	205	13	489
300	3,417	117	489	134	2,922	551	6,828
5,064	329	1,408	61	2,627	285	9,099	675
59,966	12,358	24,403	2,796	24,988	5,849	109,357	21,003
65,030	12,687	25,811	2,857	27,615	6,134	118,456	21,678
4	...	...	...	2	...	6	...
...	...	...	...	8	...	8	...
70	...	6	...	30	...	106	...
...	17	...	4	...	3	...	24
...	...	...	...	1	...	1	...

	III.—Hindus —*concld.*		IV.—Muhammadans		V.—Parsis			
	Total Hindus						Punjabi Sikhs	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION.								
University	103	8	6	...	13	3	...	...
Colleges for Men.								
Arts and Science	6,817	606	461	21	609	236	8	1
Professional Colleges for Men.								
Law	832	10	48	...	45	4	...	...
Medicine	715	80	75	7	70	27	1	...
Education	71	14	3	...	2	2	...	...
Engineering	147	...	13	...	33	...	1	...
Agriculture	171	...	7	...	2	1	...	...
Commerce	335	1	18	...	77	4	...	...
Technology	39	...	1	...	2	...	...	...
Total, Professional Colleges ...	2,310	105	165	7	231	38	2	...
Total, University, Arts and Professional Colleges ...	9,230	719	632	28	853	277	10	1
Secondary Schools.								
High Schools for ... Boys ...	58,120	3,294	6,759	79	4,595	185	64	4
High Schools for ... Girls ...	303	7,448	86	541	177	3,071	17	40
Middle Schools for... Boys ...	13,234	943	2,638	13	304	117	13	7
Middle Schools for... Girls ...	57	1,391	8	78	16	160	7	9
Total ...	71,714	13,076	9,491	711	5,092	3,533	101	60
Primary Schools.								
For Boys... Upper Primary.	85,452	2,002	10,316	104	38	2	5	...
For Boys... Lower Primary.	615,799	87,840	99,275	15,440	2,288	600	141	38
For Girls... Upper Primary.	18	11,657	7	881	3	157	...	1
For Girls... Lower Primary.	1,940	116,605	768	27,986	610	2,624	3	62
Total ... Upper Primary.	85,470	13,659	10,323	985	41	159	5	1
Total ... Lower Primary.	617,739	204,445	100,043	43,426	2,898	3,224	144	100
Total ...	703,209	218,104	110,366	44,411	2,939	3,383	149	101
Special Education.								
Art Schools for Men ...	443	53	41	2	41	22	3	...
Medical Schools for Men ...	629	87	27	1	4	5	1	...
Normal and Training Schools for Men ...	784	14	128	...	...	1	...	...
Normal and Training Schools for Women.	...	468	...	89	...	24	...	...
Engineering Schools for Boys.	216	...	6	...	20	...	3	...

I—*continued.*

VI.—Others								Total of pupils of all castes		
Budhists		Jains		Jews and others		Total (others)				
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total.
...	...	6	...	1	...	7	...	135	11	146
...	...	427	23	29	12	464	36	8,816	1,048	9,864
...	...	60	1	3	...	63	1	1,018	18	1,036
...	...	151	3	4	4	156	7	1,104	140	1,244
...	...	1	1	...	...	1	1	80	21	101
...	...	2	...	1	...	4	...	216	...	216
...	...	2	...	1	1	3	1	193	2	195
...	...	57	...	...	...	57	...	505	5	510
...	...	3	...	...	...	3	...	45	...	45
...	...	276	5	9	5	287	10	3,151	186	3,347
...	...	709	28	39	17	758	46	12,112	1,245	13,357
5	...	3,741	118	646	270	4,456	392	80,873	4,856	85,729
...	1	...	257	27	216	44	514	1,322	16,267	17,589
...	...	1,429	51	58	20	1,500	78	18,447	1,518	19,965
2	...	2	40	33	46	44	95	625	3,179	3,804
7	1	5,172	466	764	552	6,044	1,079	101,267	25,820	127,087
3	...	2,510	61	29	5	2,547	66	100,037	2,270	102,307
28	7	15,887	2,811	660	303	16,716	3,159	749,016	112,759	861,775
...	2	...	706	...	55	...	764	49	14,432	14,481
...	22	30	6,475	12	360	45	6,919	4,136	157,600	161,736
3	2	2,510	767	29	60	2,547	830	100,086	16,702	116,788
28	29	15,917	9,286	672	663	16,761	10,078	753,152	270,359	1,023,511
31	31	18,427	10,053	701	723	19,308	10,908	853,238	287,061	1,140,299
...	...	8	1	14	2	25	3	595	97	692
...	...	30	2	...	4	31	6	722	128	850
...	...	13	2	...	2	13	4	985	29	1,014
...	...	...	14	...	5	...	19	...	917	917
...	...	4	...	...	...	7	...	252	...	252

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.						
Technical and Industrial Schools for Boys	5	...	366	1	544	26
Technical and Industrial Schools for Girls	...	...	...	202	...	138
Commercial Schools for Boys	1	4	318	30	395	5
Commercial Schools for Girls	...	30	...	3	...	...
Agricultural Schools for Boys	...	...	...	...	21	...
Reformatory Schools for Boys	1	...	40	...	30	...
Schools for Defectives for Boys	3	1	27	13	50	18
Schools for Adults for Men	...	...	69	1	103	8
Schools for Adults for Women	...	...	....	3	...	259
Other Schools for Boys	...	...	9	1	1,080	29
Other Schools for Girls	...	...	...	4	11	44
Total (Special Schools)	22	124	956	542	3,201	832
Total, Recognised	2,298	2,860	25,661	15,657	103,808	59,861
Unrecognised Institutions for Boys	15	11	449	157	3,862	430
Unrecognised Institutions for Girls	...	...	17	187	44	605
Total, Unrecognised	15	11	466	344	3,906	1,035
Grand Total	2,313	2,871	26,127	16,001	107,714	60,896

I—*continued.*

III.—Hindus

A.—Advanced				B.—Intermediate			
Other Advanced		Total (Advanced)		Marathas		Kunbis, Kolis, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
355	22	899	48	160	9	325	11
...	260	...	398	...	66	...	7
432	...	827	5	81	...	66	...
...	...	...	...	...	...	...	...
...	...	21	...	28	...	5	...
30	...	60	...	50	...	96	...
44	10	94	28	10	5	19	1
99	...	202	8	1,249	2	1,262	17
...	57	...	316	...	32	...	6
42	3	1,122	32	14	...	8	...
12	6	23	50	6	5	...	16
1,414	487	4,615	1,319	1,828	185	1,955	98
76,201	40,003	180,009	99,864	162,781	30,878	183,968	37,935
3,610	370	7,472	800	1,565	165	2,609	170
26	427	70	1,032	17	75	16	128
3,636	797	7,542	1,832	1,582	240	2,625	298
79,837	40,800	187,551	101,696	164,363	31,118	186,593	38,233

III.—Hindus

B.—Intermediate—*concld.*

	Artisans, etc.		Lingayats		Total (Intermediate)	
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.						
Technical and Industrial Schools for ... Boys ...	110	5	22	...	617	25
Technical and Industrial Schools for ... Girls ...	...	14	...	...	...	87
Commercial Schools for ... Boys ...	11	...	11	...	169	...
Commercial Schools for ... Girls ...	...	...	...	...	...	...
Agricultural Schools for Boys ...	...	...	19	...	52	...
Reformatory Schools for Boys ...	50	...	18	...	214	...
Schools for Defectives for Boys ...	12	1	...	...	41	7
Schools for Adults for ... Men ...	275	...	226	1	3,012	20
Schools for Adults for ... Women ...	...	16	...	1	...	55
Other Schools for ... Boys ...	13	...	178	...	213	...
Other Schools for ... Girls ...	...	3	...	1	6	25
Total, Special Schools ...	584	80	541	20	4,908	383
Total, Recognised ...	78,255	26,126	67,528	17,036	492,532	111,975
Unrecognised Institutions for ... Boys ...	672	45	698	68	5,544	448
Unrecognised Institutions for ... Girls ...	4	69	...	26	37	298
Total, Unrecognised ...	676	114	698	94	5,581	746
Grand Total ...	78,931	26,240	68,226	17,130	498,113	112,721

I—*continued.*

—*contd.*

C.—Backward							
Scheduled classes		Aboriginal and Hill Tribes		Other Backward classes		Total (Backward)	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
67	...	3	4	20	...	90	4
...	3	...	...	...	...	...	3
8	...	...	...	6	...	14	...
...	...	...	...	...	...	...	...
2	...	1	...	...	...	3	...
66	...	8	...	20	...	94	...
8	2	...	...	5	...	13	2
641	16	266	58	421	11	1,328	85
...	6	...	...	...	...	...	6
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
866	44	284	66	513	14	1,663	124
67,703	12,783	26,178	2,927	28,917	6,176	122,798	21,886
625	62	1,360	121	344	26	2,329	209
14	31	...	...	1	23	15	54
639	93	1,360	121	345	49	2,344	263
68,342	12,876	27,538	3,048	29,262	6,225	125,142	22,149

	III.—Hindus—*concld.*		IV.—Muhammadans		V.—Parsis		Punjabi Sikhs	
	Total Hindus							
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.								
Technical and Industrial Schools for Boys	1,606	77	194	...	172	1	11	...
Technical and Industrial Schools for Girls	.....	488	...	10	...	395	...	6
Commercial Schools for Boys	1,010	5	58	...	319	12	2	...
Commercial Schools for Girls	.....	.....	...	...	...	1	...	...
Agricultural Schools for Boys	76	.....	1	...	...	...	...	...
Reformatory Schools for Boys	338	.....	270	...	3	...	1	...
Schools for Defectives for Boys.	148	37	33	...	15	1	...	...
Schools for Adults for Men	4,542	113	1,025	7	4	...	1	...
Schools for Adults for Women	.....	377	...	1	...	133	...	...
Other Schools for Boys	1,935	22	785	3	1	...	...	...
Other Schools for Girls	29	75	...	...	...	...	...	...
Total, Special Schools	11,186	1,826	2,568	113	579	595	22	6
Total, Recognised	795,339	233,725	123,057	45,263	9,463	7,788	282	163
Unrecognised Institutions for Boys	15,345	1,457	9,254	4,293	528	229	12	3
Unrecognised Institutions for Girls	122	1,384	272	897	59	129	...	37
Total, Unrecognised	15,467	2,841	9,526	5,190	587	358	12	40
Grand Total	810,806	236,566	132,583	50,453	10,050	8,146	294	203

I—*concld.*

VI.—Others								Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total (others)				
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
...	...	42	1	5	2	58	3	2,401	82	2,483
...	...	...	9	...	27	...	42	...	1,137	1,137
...	...	36	...	9	2	47	2	1,753	53	1,806
...	...	...	...	...	2	...	2	...	36	36
...	...	...	...	...	...	...	...	77	...	77
...	...	...	...	5	...	6	...	688	...	688
...	...	10	2	2	...	12	2	238	54	292
...	...	6	...	9	...	16	...	5,656	121	5,777
...	...	...	4	...	4	...	8	...	522	522
...	...	9	...	...	...	9	...	2,139	36	2,175
...	...	...	...	...	...	...	...	29	79	108
...	...	158	35	44	50	224	91	15,535	3,291	18,826
38	32	24,466	10,582	1,548	1,342	26,334	12,124	982,152	317,417	1,299,569
...	...	1,076	128	14	4	1,102	135	26,693	6,282	32,975
...	...	2	232	1	6	3	275	473	2,872	3,345
...	...	1,078	360	15	10	1,105	410	27,166	9,154	36,320
38	32	25,544	10,942	1,563	1,352	27,439	12,534	1,009,318	326,571	1,335,889

TABLE SHOWING DETAILS OF SPECIAL INSTITUTIONS FOR THE YEAR

Class of institutions and management.		Number of special schools and classes.	Number of Muhammadan			
			In special institutions.		In other institutions.	
			Boys.	Girls.	Boys.	Girls.
1		2	3	4	5	6
Colleges	Boys ...	1	136	3	496	25
	Girls ...	...	...	...	...	...
Secondary Schools.						
Government ...	Boys ...	4	515	4	805	4
	Girls ...	1	...	39	...	19
District Local Board ...	Boys ...	11	254	...	168	...
	Girls ...	...	...	...	...	1
Municipal	Boys ...	6	424	...	621	5
	Girls ...	...	...	...	...	...
Aided	Boys ...	9	1,173	3	4,590	70
	Girls ...	...	...	...	94	560
Unaided	Boys ...	5	278	2	569	4
	Girls ...	...	...	...	...	...
Total ...	Boys ...	35	2,644	9	6,753	83
	Girls ...	1	...	39	94	580
Primary Schools.						
Government	Boys ...	5	470	...	260	15
	Girls ...	1	...	172	5	57
District Local Board ...	Boys ...	700	30,962	6,756	21,215	2,092
	Girls ...	90	74	4,599	...	1,051
Municipal	Boys ...	303	36,768	3,859	8,178*	484
	Girls ...	167	286	17,035	25	735
Aided	Boys ...	91	6,507	1,834	4,336	416
	Girls ...	57	241	3,543	59	1,208
Unaided	Boys ...	10	668	57	227	31
	Girls ...	7	85	467	...	...
Total ...	Boys ...	1,109	75,375	12,506	34,216	3,038
	Girls ...	322	686	25,816	89	3,051

II.

Muhammadans in the Bombay Province during 1936-37.

pupils.		Direct Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
632	28	Rs. 53,326	Rs.	Rs. 47,383	Rs.	Rs. 1,00,709
...	...	.....	.....	.....	.....	.....
1,320	8	55,065	.....	17,739	485	73,289
...	58	9,041	.....	.....	.....	9,041
422	...	681	1,997	3,172	450	6,300
...	1	.....	.....	.....	.....	.....
1,045	5	930	18,148	3,856	.....	22,934
...	...	.....	.....	.....	.....	.....
5,763	73	13,938	3,250	31,278	40,177	88,643
94	560	.....	.....	.....	.....	.....
847	6	.....	.....	1,232	12,149	13,381
...	...	.....	.....	.....	.....	.....
9,397	92	70,614	23,395	57,277	53,261	2,04,547
94	619	9,041	.....	.....	.....	9,041
730	15	31,556	.....	114	.....	31,670
5	229	6,836	.....	.....	.....	6,836
52,177	8,848	3,97,836	1,22,385	14,262	2,084	5,36,567
74	5,650	44,314	13,277	234	308	58,133
44,946	4,343	2,93,811	6,20,197	5,111	6,232	9,25,351
311	17,770	1,22,553	3,17,969	526	2,234	4,43,287
10,843	2,250	16,495	17,220	1,199	93,551	1,28,465
300	4,751	7,284	4,678	.....	25,975	37,937
895	89	.....	.....	49	10,336	10,385
85	467	.....	.....	.....	7,974	7,974
109,591	15,544	7,39,698	7,59,802	20,735	1,12,203	16,32,438
775	28,867	1,80,992	3,35,924	760	36,491	5,54,167

Class of institutions and management.		Number of special schools and classes.	Number of Muhammadan			
			In special institutions.		In other institutions.	
			Boys.	Girls.	Boys.	Girls.
1		2	3	4	5	6
Training and other Special Institutions.						
Training Institutions	Boys	2	103	...	25	...
	Girls	2	...	84	...	5
Other Institutions	Boys	18	1,212	...	1,228	13
	Girls	...	...	...	...	11
Total	Boys	20	1,315	...	1,253	13
	Girls	2	...	84	...	16
Grand Total	Boys	1,165	79,470	12,518	42,718	3,159
	Girls	325	686	25,939	183	3,647
	Total	1,490	80,156	38,457	42,901	6,806

II—*concld.*

pupils.		Direct Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total
Boys.	Girls.					
7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.
128	...	27,572	2,762	751	178	31,263
...	89	24,262	11,345	.....	84	35,691
2,440	13	1,277	2,018	607	15,594	19,496
...	11	.....	.....	.....	.....	.....
2,568	13	28,849	4,780	1,358	15,772	50,759
...	100	24,262	11,345	.....	84	35,691
122,188	15,677	8,92,487	7,87,977	1,26,753	1,81,236	19,88,453
869	29,586	2,14,295	3,17,269	760	36,575	5,98,899
123,057	45,263	11,06,782	11,35,246	1,27,513	2,17,811	25,87,352

APPENDIX III.

BOMBAY PROVINCE—1936-37.

(a) *Maktabs and Mulla Schools.*

—		Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for	Boys ...	33	.....	156	189
	Girls ...	39	.....	11	50
2. Pupils in institutions for	Boys ...	2,460	.....	7,875	10,335
	Girls ...	2,190	.....	1,602	3,731
Direct Expenditure from—		Rs.	Rs.	Rs.	Rs.
3. Provincial Funds	...	6,743	.....	.....	6,743
4. District Local Board Funds.		789	.....	.....	789
5. Municipal Funds	...	532	.....	.....	532
6. Fees ...	...	274	.....	.....	274
7. Other sources ...	...	28,503	.....	.....	28,503
* Total expenditure	...	36,841	.....	.....	36,841

(b) *Pathashalas.*

—		Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for	Boys ...	.....	30	25	55
	Girls ...	.....	.....	1	1
2. Pupils in institutions for	Boys ...	.....	1,202 (164)	681	1,883 (164)
	Girls ...	.....	..... (4)	82	82 (4)
Direct Expenditure from—			Rs.	Rs.	Rs.
3. Provincial Funds	...	.....	2,025	.....	2,025
4. District Local Board Funds.		.....	75	.....	75
5. Municipal Funds	...	.....	2,666	.....	2,666
6. Fees ...	...	.....	27	.....	27
7. Other sources ...	...	.....	43,994	.....	43,994
* Total expenditure	...	.....	48,787	.....	48,787

* For Recognised institutions only.

APPENDIX IV.

APPENDIX

TABLE SHOWING THE EDUCATIONAL

Bombay Province—British

Missions.	Institution and			
	Colleges.		High Schools.	
	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5
Institutions for Males—				
1. Christian—				
British	1	869	7	2,019
Non-British	1	1,834	22	10,442
2. Non-Christian—				
Hindu	...	...	...	.....
Muslim	...	...	...	.....
Others	...	...	...	.....
Total ...	2	2,703	29	12,461
Institutions for Females—				
1. Christian—				
British	...	...	10	2,803
Non-British	...	...	13	4,685
2. Non-Christian—				
Hindu	...	...	6	1,116
Muslim	...	...	...	.....
Others	...	...	...	.....
Total ...	...	...	29	8,604

IV.

INSTITUTIONS MAINTAINED BY MISSIONS.

Districts—1936-37.

Scholars.

Middle English Schools.		Middle Vernacular Schools.		Primary Schools.		Training Schools.	
Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
6	7	8	9	10	11	12	13
3	323	...	...	358	12,786	...	...
5	369	...	...	221	11,863	2	90
...	...	...	...	18	1,132	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
8	692	...	...	597	25,781	2	90
2	145	...	...	41	4,174	5	217
9	1,649	...	...	34	2,506	2	74
1	62	...	...	2	260	2	123
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
12	1,856	...	...	77	6,940	9	414

APPENDIX

TABLE SHOWING THE EDUCATIONAL

Bombay Province—British

Missions.	Institutions and Scholars—*concld.*			
	Other Special Schools.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.
1	14	15	16	17
Institutions for Males—				
1. Christian—				
British	3	148	372	16,145
Non-British	8	275	259	24,873
2. Non-Christian—				
Hindu	1	64	19	1,196
Muslim	...	...	...	.....
Others	...	...	...	.....
Total ...	12	487	650	42,214
Institutions for Females—				
1. Christian—				
British	6	188	64	7,527
Non-British	2	26	60	8,940
2. Non-Christian—				
Hindu	7	452	18	2,013
Muslim	...	...	...	.....
Others	...	...	...	.....
Total ...	15	666	142	18,480

IV—*concld.*

INSTITUTIONS MAINTAINED BY MISSIONS—*concld.*

Districts—1936-37—concld.

Expenditure.					
Government funds.	Board funds.	Fees.	Mission funds.	Other sources.	Total.
18	19	20	21	22	23
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,05,132	3,386	2,41,414	2,49,865	44,425	6,44,222
2,51,303	16,547	7,91,629	2,51,001	29,318	13,39,798
4,298	1,264	.....	14,388	887	20,837
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
3,60,733	21,197	10,33,043	5,15,254	74,630	20,04,857
1,39,339	2,108	1,91,924	1,57,245	1,525	4,92,141
1,19,410	6,045	2,23,776	1,60,297	71	5,09,599
21,814	2,325	25,123	.....	44,782	94,044
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
2,80,563	10,478	4,40,823	3,17,542	46,378	10,95,784

Administration Report:

Quinquennial Report on Public Instruction in the Bombay Province for the years 1932-37.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Resolution No. P. 36.

Bombay Castle, 6th August 1938.

RESOLUTION OF GOVERNMENT.

The history of Education in the Province during the period under review was marked by a number of notable events. The following are a few of them, viz., the opening of a Department of Chemical Technology by the University, the closure of the Deccan College, Poona, the opening of the Nowrosji Wadia College, Poona, and of the Lingraj College, Belgaum, the institution of a degree course in Electrical Engineering at the College of Engineering, Poona, the reorganisation and expansion of the Secondary Training College, Bombay, and the inauguration of the Village Improvement Scheme. These events accelerated the normal progress of education considerably and the results obtained during the period were to some extent more favourable than those obtained in the preceding quinquennium.

The Director of Public Instruction has rightly observed in his report that financial stringency was the most discouraging feature of the quinquennium as it hampered educational activities in all directions. Year after year a substantial cut was made in the allotment for education with the result that many schemes which were approved by Government had to be held in abeyance indefinitely. In spite of this, it is gratifying to note that by effecting severe economies in expenditure, by cutting out all unessentials and by centralizing work as far as it was practicable, it became possible on the whole to show some real progress and expansion.

2. One of the main objects of the changes introduced by the Bombay University Act, 1928, was to reconstitute the University so as to enable it to provide greater facilities for higher education and to conduct post-graduate teaching and research in all branches of learning, including technology, while continuing to exercise due control over the teaching given by colleges affiliated to it from time to time. Government are glad to note that some progress is being made towards achieving this object. They are glad to note that during the quinquennium the relations between the Educational Department and the University have

steadily improved and a policy of close co-operation with the Department has been adopted by the University. As regards finances, the University was in a considerably stronger position during this period than before. Post-graduate teaching and research have been in the forefront of the University programme and all branches of learning including technology have received their due share of attention.

3. The total number of students in all affiliated colleges rose by nearly 29·5 per cent. while that of the women students rose during the quinquennium from 869 to 1,580 or by 81·8 per cent. Although no separate college for women has been started it is gratifying to note that the extent of the increase in the number of women students shows what progress was made by women in the sphere of higher education. Government, however, would like to draw the attention of the public to the question whether the opening of a college, exclusively meant for women, would help the cause of higher education amongst the orthodox classes and, particularly among the Muhammadans some of whom regard co-education of male and female students in the same institution with a certain amount of disfavour.

4. The total number of Arts Colleges increased from 13 to 14 while that of Professional Colleges increased from 9 to 12. In the case of the latter it is gratifying to note that they have been meeting to some extent the increasing demand for the professional education which has lately become very noticeable. The efforts made by the authorities of the Sydenham College of Commerce and Economics, Bombay, to secure facilities for practical training in business are producing the desired results which indicate that the training given is on the right lines. Similarly, in the cases of the College of Engineering, Poona, and the Sir J. J. School of Art, Bombay, there has been increasing evidence of the co-ordination between the realities of life and instruction imparted.

5. An increasing demand for secondary education was a noticeable feature of the period under review. The total number of secondary schools rose during the quinquennium from 547 to 639 and the number of pupils attending them from 104,352 to 127,087. In spite of these figures, the general feeling of dissatisfaction with the secondary system as it is now in force is becoming more marked. The growing demand for education of a pre-vocational or vocational character is hardly met by the secondary schools. The secondary schools are so dominated by University requirements that pupils and teachers alike are hypnotised by the lure of the Matriculation Examination, while the schools themselves are confined to a dreary course of preparation for their one goal of secondary education. Teaching is entirely of a literary character practical training of any kind being at a discount.

Such being the position, the progress made during the period can hardly be called real progress. Government recognise that the discontent that is expressed against the secondary system is largely justified and have therefore at present under consideration a complete overhaul of the existing system.

6. Under the Primary Education Act of 1923 the control of primary education was transferred to Local Authorities who exercise this control through their School Boards. With the exception of the District Local Boards, Ahmedabad and Kaira, all Local Authorities had taken over control at the end of the last quinquennium. By March 1934 these two Boards had also assumed charge of education, so that every Local Authority had control of primary education in conformity with the intention of the Act. Government note with regret that the progress in the direction of bringing Primary education within the reach of every child has been very slow and not very encouraging. During the period under review the increase in the number of schools and the number of pupils attending them was 3·2 per cent. and 14·2 per cent. respectively over the figures recorded at the end of the last quinquennium. These figures make disappointing reading. This unsatisfactory state of things has been due partly to the continued financial stringency of which mention has already been made, and partly to the inefficiency of administration of many of the School Boards.

Another disquieting feature which the period under review discloses in a marked degree is the enormous wastage in Primary Education. Statistics given show that while Government is maintaining and helping to maintain buildings, equipment, teachers, supervising and inspecting staff for nearly 10½ lakhs of children, no more than 3½ lakhs (or 36 per cent.) proceed beyond the infant stage while only about 11 per cent. complete the full primary course.

In the matter of compulsory education, that is to say, the education of children between the ages of 6 and 11, the results achieved during the period are also discouraging : only five municipalities and one local board out of a total of 61 Local Authorities have introduced compulsion and very few of them are taking any serious steps to enforce compulsion. The result is that only 85 per cent. of the children of school-going age are enrolled and even out of these, all do not attend. Government's inability to finance schemes of compulsion has to a great extent been responsible for this situation. The fact, however, remains that the general attitude both of Local Authorities under the Act of 1923 and of the public at large with regard to this question is anything but satisfactory.

It is gratifying to note that some little headway has been made against mass illiteracy through the propaganda carried on for village improvement and rural uplift by various agencies. The most striking result of this propaganda is the increased interest of villagers in education and it is to be hoped that when they themselves see the advantage of literacy and of general education they will insist on their children attending schools more regularly and in greater numbers.

Quite apart from the financial stringency which, no doubt, severely handicapped all educational progress throughout the period under review the one regrettable feature of the period is the failure of the Local Authorities to discharge efficiently the functions entrusted to them under the Primary Education Act of 1923. To this is mainly due the tardy progress in primary education referred to already. Government

have had therefore recently to amend the Bombay Primary Education Act, 1923, with the object of remedying the evil of maladministration referred to above and trust that in the coming years the progress towards the ideal of imparting education to every child of school-going age in the Province will be very much accelerated.

7. Government note with satisfaction that the scheme sanctioned by them in 1935-36 for restoring the 3rd year classes in the major Training Institutions and the opening of I and II year classes in the several other Training Institutions has resulted in a greater output of trained teachers and consequently in greater efficiency of teaching in the primary schools. This has, in turn, checked to some extent the enormous wastage in primary education.

8. It is with satisfaction that Government have to mention the steady progress made in the education of girls during the period. This progress has not only been one of quantity but of quality as well and it is gratifying to note that the efforts made by Government to provide more schools and special educational facilities have been readily availed of and well received by the public. The number of institutions for girls increased during the period from 1,615 to 1,681 and the number of girls under instruction from 253,046 to 326,571 an increase of 29 per cent. Though it has to be admitted that the education of girls lags far behind that of boys, it is a welcome sign that there is a general awakening among the public to the importance of girls' and women's education. Government are equally alive to this fact and it is to be hoped that the education of women will soon be brought up to the same level as that of men in this Province.

9. Statistics of Anglo-Indian and European education show that the number of schools maintained for this purpose fell from 34 to 32 but that the number of pupils under instruction increased from 5,039 to 5,259. The improvement in the standard of work in all the European schools during the period under review was marked. This has been possible on account of the fact that the schools received full maintenance grants as laid down in the Code of Regulations. The increasing interest evinced by the teachers in their work has also been a noticeable factor making for this progress.

Anglo-Indian and European education has, since the reformed constitution, become a transferred subject and a Provincial Advisory Board consisting of 9 members has been constituted from 1st April 1937 to advise as regards examinations, courses of instruction, conditions for recognition, etc., of these schools. Through the Inter-Provincial Board for Anglo-Indian and European Education, greater co-operation and co-ordination of activities in this matter have become possible. It is therefore to be hoped that it will be possible to secure better results in this field of European Education in the years to come.

10. Statistics show that the number of Muhammadan pupils under instruction in all classes of institutions increased from 164,462 reported at the end of the previous quinquennium to 183,036, i.e. an increase of 11·3 per cent. during the period under review. This increase compares

favourably with the increase shown in the case of the Intermediate and Backward Hindus for the same period which was only 9·2 per cent. While the Muhammadans show themselves to be decidedly in advance in this comparison, much more could have been done if greater advantage had been taken of the existing facilities. It is gratifying to note that the Muhammadans are now taking to higher education in larger numbers than was formerly the case as evidenced by the larger numbers in the several colleges and secondary schools. It is also a satisfactory sign that there has been an increase of 9·2 per cent. of Muhammadan pupils in primary schools during the period under review.

As regards the education of Muhammadan girls, there has been recorded an increase of 16·4 per cent. over the figures of girls attending the various educational institutions at the end of the last quinquennium. While, therefore, general progress in the education of the community has been as satisfactory as possible under the rather unfavourable financial circumstances of the period, it is to be hoped that in the coming years greater advantage of the existing facilities will be taken by the Muhammadan public at large and that the leaders of the community will give a lead to public opinion so that parents may send their children in larger numbers to the schools.

11. Government observe from the Report that there has been an increase of 15 and 9 per cent. during the period under review in the number of pupils of the Intermediate and Backward Classes of Hindus in the various educational institutions in the Province. It is gratifying to note that all the communities coming under the classification of "Intermediate" and "Backward" have steadily begun to realize the necessity of educating their children and are beginning to take full advantage of the special facilities that have been extended to them from time to time. Government are also glad to note that the primary schools and classes specially intended for the children of the Scheduled Classes have recorded a decrease which is an indication of the fact that untouchability in public schools is being steadily removed. Much, however, yet remains to be done in this direction and it is to be fervently hoped that the public at large will heartily co-operate with Government in the enforcement of the orders that they have been issuing from time to time in this regard. Government trust that, in the not distant future, it will be possible with the co-operation of the public completely to remove the disabilities under which these unfortunate classes are labouring at present and to see that they enjoy unstintedly the most common social amenities which have so far been unjustly denied to them.

12. Government also note with satisfaction the sure and steady progress that has been made in the treatment of juvenile delinquents and destitute children. The extension of the Children Act to mofussil areas, the improvements effected in the protective and corrective measures adopted in the various institutions maintained for these children and the satisfactory results obtained in this field during the period under review are some of the noteworthy features of the work done in this direction.

13. In the treatment of "defective" children—the deaf-mute and the blind—some headway has been made during the period, but much remains to be done and the problem of the amelioration of the condition of these defectives can be effectively tackled only if the charitably disposed members of the public come forward with generous help to improve the lot of these unfortunate people. At present the grants made by Government and the Local Authorities only meet about 35 per cent. of the expenditure on institutions maintained for the benefit of defectives.

14. The question of adult education has hitherto presented special difficulties in this Province as elsewhere. It is, however, gratifying to note that greater attention has been focussed on this question by the impetus given by Government to rural uplift and development. The figures given in the Report show that during the last year of the quinquennium there has been a decided improvement both in the number of institutions meant for adults and of pupils attending them. Considering, however, the vastness of illiteracy that remains to be removed, the work that is now being done is a drop in the ocean. Government have therefore actively under consideration the question of how to handle this huge problem and it is expected that the general lines of Government policy in the matter will be formulated in the near future and some effective steps to implement that policy will also be taken without delay.

15. The thanks of Government are due to Mr. W. Grieve, I.E.S., Director of Public Instruction, and Mr. S. N. Moos, I.E.S., Deputy Director of Public Instruction, who have co-operated in producing an interesting and exhaustive review of the progress of education during the years 1932–37.

By order of the Governor of Bombay,

M. D. BHANSALI,
Secretary to Government.

To

The Commissioner, Northern Division,
The Commissioner, Central Division,
The Commissioner, Southern Division,
The Commissioner of Excise,
The Director of Public Instruction,
The Director, Sir J. J. School of Art, Bombay,
The Surgeon General with the Government of Bombay,
All Collectors,
The Director of Agriculture,

The Director of Industries,
The Compiler, General Administration Reports,
The Superintendent, Government Printing and Stationery, Bombay,
The Manager, Government Central Press, Bombay,
The Revenue Department,
The General Department,
The Home Department,
The Finance Department (with a copy of the Report),
The Public Works Department,
The Director of Information (with spare copies for the Editors of Newspapers),
The Oriental Translator to Government,
The Secretary, Legislative Council (for the Reading Room for the members of the Legislative Council),
The Secretary, Legislative Assembly,
*The Under Secretary of State for India,
*The Chief Secretary to the Government of Sind.

*By letter.

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13 SEP 1938

Supplement
to the
Quinquennial Report on Public Instruction in Bombay for 1932-37

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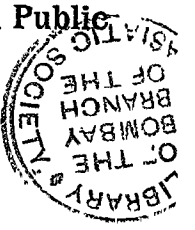

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STATEMENT OF RECOGNISED AND UNRECOGNISED INSTITUTIONS FOR BOYS AND GIRLS.

Table showing all kinds of Recognised and Unrecognised
Province and the number

District.	Number of recognised educational institutions and pupils on 31st March, 1937.		Increase or decrease over the preceding year.	
	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5
Bombay Division.				
Bombay City	689	146,546	+ 9	+ 2,126
Bombay Suburban District ...	143	22,036	+ 6	+ 1,097
Thana	619	51,822	+11	+ 4,435
Kolaba	447	28,787	+ 5	+ 791
Ratnagiri	820	64,221	+15	+ 2,169
Nasik	639	57,982	+26	+ 3,804
Total (Mofussil) ...	2,668	224,848	+63	+ 12,296
Grand Total, Bombay Division ...	3,357	371,394	+72	+ 14,422
Central Division.				
Poona	1,015	95,888	+44	+ 3,458
Satara	1,108	84,103	+18	+ 4,907
Sholapur	646	62,001	+18	+ 2,569
Ahmednagar	870	51,900	+58	+ 2,194
East Khandesh	857	84,790	+ 7	+ 2,858
West Khandesh	503	48,110	+21	+ 370
Total ...	4,999	426,792	+166	+16,356
Northern Division.				
Ahmedabad	718	83,414	+34	+ 4,825
Kaira	792	66,488	+17	+ 2,061
Panch Mahals	269	22,417	+12	+ 1,194
Broach	367	30,868	+ 2	+ 269
Surat	651	78,561	+ 3	+ 1,253
Total ...	2,797	281,748	+68	+ 9,602

Institutions in each of the several Districts of the Bombay of pupils attending them.

Number of unrecognised institutions and pupils on 31st March, 1937.		Area in square miles.	Population (Census of 1931).	Percentage of pupils in columns 3 and 7 to population (col. 9).	Number of towns and inhabited villages.	Number of villages with schools.	Average number of square miles to each village with a school.
Institutions.	Pupils.						
6	7	8	9	10	11	12	13
55	6,150	24	1,161,383	13·1	1	1	24·0
7	274	154	179,524	12·4	95	32	4·8
2	68	3,422	836,625	6·2	1,552	445	7·7
46	1,026	2,166	628,721	4·7	1,476	354	6·1
68	1,515	3,989	1,302,527	5·0	1,311	519	7·7
5	347	5,882	1,000,048	5·8	1,646	479	12·3
128	3,230	15,613	3,947,445	5·8	6,080	1,829	8·5
183	9,380	15,637	5,108,828	7·5	6,081	1,830	8·5
5	253	5,332	1,169,798	8·2	1,144	641	8·3
17	522	5,053	1,179,712	7·2	1,341	870	5·8
25	1,165	4,569	877,520	7·2	717	405	11·3
17	982	6,611	988,206	5·4	1,357	611	10·8
21	595	4,551	1,206,035	7·0	1,491	612	7·4
12	247	6,401	771,794	6·3	1,492	352	18·2
97	3,764	32,517	6,193,065	7·0	7,542	3,491	9·3
116	9,629	3,846	924,033	9·9	881	375	10·2
27	1,636	1,620	741,650	9·2	580	376	4·3
50	1,723	1,608	454,526	5·3	653	169	9·5
74	3,098	1,468	334,170	10·2	408	257	5·7
78	5,344	1,651	693,613	12·1	785	510	3·2
345	21,430	10,193	3,147,992	9·6	3,307	1,687	6·1

District.	Number of recognised educational institutions and pupils on 31st March, 1937.		Increase or decrease over the preceding year.	
	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5
Southern Division.				
Dharwar	960	84,363	+ 25	+ 2,728
Belgaum	769	64,623	- 6	+ 576
Bijapur	682	44,969	+ 47	+ 2,086
Kanara	375	25,680	+ 4	+ 948
Total ...	2,786	219,635	+ 70	+ 6,338
Grand Total (Bombay Province).	13,939	1,299,569	+ 376	+ 46,718

Number of unrecognised institutions and pupils on 31st March, 1937.		Area in square miles.	Population (Census of 1931).	Percentage of pupils in columns 3 and 7 to population (col. 9).	Number of towns and inhabited villages.	Number of villages with schools.	Average number of square miles to each village with a school.
Institutions.	Pupils.						
6	7	8	9	10	11	12	13
9	414	4,606	1,102,677	7·7	1,296	669	6·9
22	658	4,612	1,076,701	6·1	1,089	523	8·8
11	511	5,710	869,220	5·1	1,120	492	11·6
3	163	3,946	417,835	6·1	1,233	283	13·9
45	1,746	18,874	3,466,433	6·4	4,738	1,967	9·1
670	36,320	77,221	17,916,316	7·5	21,668	8,975	8·6

Table showing the number of Primary Schools under in different

	Number of schools in 1935-36 i.e., on 31st March, 1936.	Number of pupils in 1935-36 i.e., on 31st March, 1936.	Number of schools in 1936-37 i.e., on 31st March, 1937.	Number	
				Lower	
				Infants.	
				Boys.	Girls.
1	2	3	4	5	6
Bombay City.					
Municipal	351	73,279	358	15,935	12,733
Approved	139	22,022	134	4,426	3,124
Bombay Division.					
Government	5	368	5	53	31
District Local Board ...	1,939	133,153	1,952	34,472	10,939
Municipal—					
Non-Local Authority ...	117	20,148	117	3,058	2,209
Local Authority ..	97	18,822	101	3,645	2,177
Approved	289	18,013	334	5,725	2,278
Total ...	2,937	285,805	3,001	67,314	33,491
Central Division.					
Government	9	1,552	9	150	216
District Local Board ...	3,701	248,484	3,704	66,319	20,968
Municipal—					
Non-Local Authority ...	167	33,601	171	5,955	3,351
Local Authority ...	245	57,343	247	11,043	7,168
Approved	473	33,155	561	9,669	4,758
Total ...	4,595	374,135	4,692	93,136	36,461

each management and the number of Boys and Girls standards on 31st March, 1937.

of pupils in 1936-37, i.e., on 31st March, 1937.

Primary stage.

Standard I.		Standard II.		Standard III.		Standard IV.	
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
7	8	9	10	11	12	13	14
7,867	5,356	6,640	4,423	6,210	3,411	4,979	2,625
2,223	1,427	2,292	1,388	2,298	1,226	2,320	1,190
22	25	30	14	23	14	46	5
20,586	5,136	19,707	4,475	15,472	2,811	13,076	1,875
2,260	1,290	2,173	1,250	2,052	901	2,254	788
2,275	1,336	2,130	1,129	1,875	852	1,814	746
2,991	864	2,922	776	2,198	578	1,282	410
38,224	15,434	35,894	13,455	30,128	9,793	25,771	7,639
137	114	104	128	129	87	141	103
36,005	7,979	34,769	6,242	26,869	3,762	23,302	2,144
4,088	1,736	3,912	1,443	3,580	1,017	3,453	756
6,383	3,817	6,049	3,228	4,878	2,475	4,811	2,023
4,770	1,816	4,166	1,434	3,495	1,164	2,871	1,049
51,383	15,462	49,000	12,475	38,951	8,505	34,578	6,075

	Number				
	Lower Primary stage—*concld.*		Upper Primary		
	Total.		Standard V.		Standard
	Boys.	Girls.	Boys.	Girls.	Boys.
1	15	16	17	18	19
Bombay City.					
Municipal	41,631	28,548	1,260	830	824
Approved	13,559	8,355	41	185	24
Bombay Division.					
Government	174	89	47	...	38
District Local Board ...	103,343	25,236	5,111	612	2,761
Municipal—					
Non-Local Authority ...	11,797	6,438	972	337	636
Local Authority ...	11,739	6,240	672	267	456
Approved	15,118	4,906	107	49	37
Total ...	197,331	79,812	8,210	2,280	4,776
Central Division.					
Government	661	648	79	29	95
District Local Board ...	187,264	41,095	11,589	687	7,455
Municipal—					
Non-Local Authority ...	20,988	8,303	2,080	378	1,563
Local Authority ...	33,164	18,741	2,785	898	1,781
Approved	24,971	10,221	526	308	267
Total ...	267,084	78,978	17,059	2,300	11,161

of pupils in 1936-37 i.e., on 31st March, 1937.

stage.					Grand Total [Lower and Upper Primary stages].		
VI.	Standard VII.		Total.				
Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
20	21	22	23	24	25	26	27
456	593	127	2,677	1,413	44,308	29,961	74,269
139	17	22	82	346	13,641	8,701	22,342
...	33	...	118	...	292	89	381
354	2,771	62	10,643	1,028	113,956	26,264	140,220
300	630	9	2,238	646	14,035	7,084	21,119
246	353	...	1,481	513	13,220	6,753	19,973
42	18	...	162	91	15,280	4,997	20,277
1,537	4,415	220	17,401	4,037	214,732	83,849	298,581
27	77	...	251	56	912	704	1,616
421	5,988	57	25,032	1,165	212,296	42,260	254,556
307	1,462	7	5,105	692	26,093	8,995	35,088
775	1,578	5	6,144	1,678	39,308	20,389	59,697
279	196	1	989	588	25,960	10,809	36,769
1,809	9,301	70	37,521	4,179	304,569	83,157	387,726

1	Number of schools in 1935-36, i.e., on 31st March 1936. 2	Number of pupils in 1935-36, i.e., on 31st March 1936. 3	Number of schools in 1936-37, i.e., on 31st March 1937. 4	Number	
				Lower	
				Infants.	
				Boys. 5	Girls. 6
Northern Division.					
Government	9	1,039	8	183	123
District Local Board ...	1,609	137,060	1,610	25,197	11,032
Municipal—					
Non-Local Authority ...	76	14,606	75	2,475	1,513
Local Authority ...	269	58,971	276	12,300	8,523
Approved ...	528	28,468	570	7,953	5,486
Total ...	2,491	240,144	2,539	48,108	26,677
Southern Division.					
Government	9	1,335	9	364	190
District Local Board ...	1,925	132,890	1,937	33,571	12,891
Municipal—					
Non-Local Authority ...	106	20,570	107	3,206	2,167
Local Authority ...	129	24,088	129	4,834	3,420
Approved ...	439	19,618	487	6,579	2,175
Total ...	2,608	198,501	2,669	48,554	20,843
Grand Total (Bombay Province).	12,631	1,098,585	12,901	257,112	117,472

of pupils in 1936-37, i.e., on 31st March, 1937.

Primary stage.

Standard I.		Standard II.		Standard III.		Standard IV.	
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
7	8	9	10	11	12	13	14
108	61	123	55	101	53	90	60
18,822	6,976	16,270	5,966	14,584	4,499	12,545	3,259
1,625	806	1,419	687	1,535	679	1,423	503
6,882	3,829	6,102	3,163	5,571	2,627	5,133	1,989
3,320	2,194	2,716	1,635	2,065	1,238	1,594	958
30,757	13,866	26,630	11,506	23,856	9,096	20,785	6,769
150	89	123	88	108	78	60	46
20,272	5,501	17,418	3,830	13,295	2,189	10,650	1,120
2,372	1,329	2,346	1,121	2,069	720	2,044	493
2,666	1,553	2,534	1,266	1,966	883	1,854	566
3,250	678	3,052	577	2,267	402	1,587	283
28,710	9,150	25,473	6,882	19,705	4,272	16,195	2,508
149,074	53,912	136,997	44,318	112,640	31,666	97,329	22,991

	Number				
	Lower Primary stage—*concld.*		Upper Primary		
	Total.		Standard V.		Standard
	Boys.	Girls.	Boys.	Girls.	Boys.
1	15	16	17	18	19
Northern Division.					
Government	605	352	35	15	15
District Local Board ...	87,418	31,732	7,794	1,786	5,168
Municipal—					
Non-Local Authority ...	8,477	4,188	712	341	441
Local Authority ...	35,988	20,131	1,987	981	986
Approved ...	17,648	11,511	389	430	186
Total ..	150,136	67,914	10,917	3,553	6,796
Southern Division.					
Government	805	491	23	26	20
District Local Board ...	95,206	25,531	6,147	388	4,252
Municipal—					
Non-Local Authority ...	12,037	5,830	1,069	208	807
Local Authority ..	13,854	7,688	1,119	275	721
Approved ...	16,735	4,115	419	54	128
Total ...	138,637	43,655	8,777	951	5,928
Grand Total (Bombay Province).	753,152	270,359	44,963	9,084	28,661

of pupils in 1936-37, i.e., on 31st March, 1937.

stage.					Grand Total [Lower and Upper Primary stages].		
VI.	Standard VII.		Total.				
Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
20	21	22	23	24	25	26	27
33	22	...	72	48	677	400	1,077
1,565	4,705	24	17,667	3,375	105,085	35,107	140,192
243	407	...	1,560	584	10,037	4,772	14,809
954	800	2	3,773	1,937	39,761	22,068	61,829
445	204	59	779	934	18,427	12,445	30,872
3,240	6,138	85	23,851	6,878	173,987	74,792	248,779
33	39	...	82	59	887	550	1,437
204	4,989	16	15,388	608	110,594	26,139	136,733
173	786	1	2,662	382	14,699	6,212	20,911
179	717	...	2,557	454	16,411	8,142	24,553
50	77	1	624	105	17,359	4,220	21,579
639	6,608	18	21,313	1,608	159,950	45,263	205,213
7,225	26,462	393	100,086	16,702	853,238	287,061	1,140,299

Table showing the examination results of Government, District Local Board, Municipal and approved Primary Schools in the British Districts of the Bombay Province for the year 1936-37.

Standard.	Boys.			Girls.		
	Number of pupils at the time of the annual examination.	Number of pupils promoted.	Percentage.	Number of pupils at the time of the annual examination.	Number of pupils promoted.	Percentage.
Infants ...	224,335	134,884	60·1	94,493	53,080	56·2
I ...	130,637	103,673	79·4	44,387	35,639	80·3
II ...	120,342	87,137	72·4	36,172	27,228	75·3
III ...	100,098	74,360	74·3	26,424	20,453	77·4
IV ...	84,210	60,690	72·1	18,625	13,512	72·5
V ...	39,367	27,219	69·1	7,329	5,528	75·4
VI ...	26,172	17,105	65·4	5,305	2,747	51·8
VII ...	19,678	10,002	50·8	348	210	60·3
Total ...	744,839	515,070	69·2	233,083	158,397	68·0

Table showing the Receipts and Expenditure (Direct and Indirect) of Local Bodies on Primary Education in the British Districts of the Bombay Province for the year 1936-37.

Table showing the Receipts and Expenditure (Direct and Indirect) Bombay Province

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
BOMBAY DIVISION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay City.						
District Local Board ...	...	...	...	...	...	...
Non-Local Authority Municipalities.	...	...	...	...	...	...
Total (a) ...	...	...	...	...	...	...
Local Authority Municipalities—						
Bombay City ...	20,000	7,86,427	...	...	25,64,796	20,511
Total Local Authority Municipalities (b).	20,000	7,86,427	...	...	25,64,796	20,511
Grand Total (a) and (b)	20,000	7,86,427	...	...	25,64,796	20,511
Bombay Suburban District.						
District Local Board ...	6,518	19,231	...	8,048	...	1,540
Non-Local Authority Municipalities.	...	27,769	...	7,802	5,118	2,792
Total (a) ...	6,518	47,000	...	15,850	5,118	4,332
Local Authority Municipalities—						
Bandra	4,240	34,862	61	7,254	45,217	522
Total Local Authority Municipalities (b).	4,240	34,862	61	7,254	45,217	522
Grand Total (a) and (b) ...	10,758	81,862	61	23,104	50,335	4,854

of Local Bodies on Primary Education in the British Districts of the for the year 1936-37.

Non-recurring).		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
10,420	34,02,154	30,71,412	1,57,912	1,45,413	...	...	33,74,737	27,417	1,286
10,420	34,02,154	30,71,412	1,57,912	1,45,413	...	..	33,74,737	27,417	1,286
10,420	34,02,154	30,71,412	1,57,912	1,45,413	...	...	33,74,737	27,417	1,286
5,000	40,337	27,000	5,769	3,468	365	3,660	40,262	75	...
6,220	49,701	33,986	11,329	4,386	...	...	49,701	...	...
11,220	90,038	60,986	17,098	7,854	365	3,660	89,963	75	...
2,133	94,289	65,370	18,118	7,733	61	...	91,282	3,007	...
2,133	94,289	65,370	18,118	7,733	61	...	91,282	3,007	...
13,353	1,84,327	1,26,356	35,216	15,587	426	3,660	1,81,245	3,082	...

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
BOMBAY DIVISION —*contd.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Thana.						
District Local Board ...	4,23,053	2,81,992	...	99,113	...	...
Non-Local Authority Municipalities.	...	23,468	...	3,878	7,415	...
Total (a) ...	4,23,053	3,05,460	...	1,02,991	7,415	...
Local Authority Municipalities—						
Thana	276	16,500	...	550	26,694	391
Kalyan	3	14,800	...	626	19,320	...
Total Local Authority Municipalities (b).	279	31,300	...	1,176	46,014	391
Grand Total (a) and (b) ...	4,23,332	3,36,760	...	1,04,167	53,429	391
Kolaba.						
District Local Board ...	79,159	2,31,130	...	59,269	959	13,706
Non-Local Authority Municipalities.	...	56,370	...	...	16,473	3,088
Total (a) ...	79,159	2,87,500	...	59,269	17,432	16,794
Local Authority Municipalities.	...	...	...	...	...	...
Total Local Authority Municipalities (b).	...	...	...	...	...	...
Grand Total (a) and (b) ...	79,159	2,87,500	...	59,269	17,432	16,794

Non-recurring.		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
27,000	8,31,158	4,10,775	3,257	34,096	5,273	14,059	4,67,460	3,63,698	5,688
2,433	37,194	33,754	598	2,842	...	...	37,194	...	387
29,433	8,68,352	4,44,529	3,855	36,938	5,273	14,059	5,04,654	3,63,698	6,075
959	45,370	41,807	...	2,502	...	452	44,761	609	173
110	34,859	30,137	344	2,638	...	1,157	34,276	583	...
1,069	80,229	71,944	344	5,140	...	1,609	79,037	1,192	173
30,502	9,48,581	5,16,473	4,199	42,078	5,273	15,668	5,83,691	3,64,890	6,248
5,367	3,89,590	2,92,227	1,903	18,110	...	5,968	3,18,208	71,382	1,637
...	75,931	70,580	941	4,410	...	...	75,931	...	...
5,367	4,65,521	3,62,807	2,844	22,520	...	5,968	3,94,139	71,382	1,637
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
5,367	4,65,521	3,62,807	2,844	22,520	...	5,968	3,94,139	71,382	1,637

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
BOMBAY DIVISION —*contd.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Ratnagiri.						
District Local Board ...	4,574	3,39,378	68	46,500	2,847	24,147
Non-Local Authority Municipalities.	...	43,571	...	...	4,101	2,980
Total (a) ...	4,574	4,82,949	68	46,500	6,948	27,127
Local Authority Municipalities—						
Chiplun	205	7,214	...	...	6,186	2,097
Vengurla	44	8,400	...	...	12,140	340
Total Local Authority Municipalities (b).	249	15,614	...	...	18,326	2,437
Grand Total (a) and (b) ...	4,823	4,98,563	68	46,500	25,274	29,564
Nasik.						
District Local Board ...	28,393	3,28,422	40	64,741	3,464	8,241
Non-Local Authority Municipalities.	...	61,578	...	...	17,513	1,682
Total (a) ...	28,393	3,90,000	40	64,741	20,977	9,923
Local Authority Municipalities—						
Nasik	302	29,700	1,355	1,340	42,351	1,710
Malegaon	333	19,300	...	329	33,152	476
Deolali	...	940	...	...	5,700	398
Total Local Authority Municipalities (b).	635	49,940	1,355	1,669	81,203	2,584
Grand Total (a) and (b) ...	29,028	4,39,940	1,395	66,410	1,02,180	12,507

Non-recurring).		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
15,428	5,32,942	4,67,672	11,213	31,523	9,877	...	5,20,285	12,657	2,752
811	51,463	46,170	2,101	3,120	72	...	51,463	...	150
16,239	5,84,405	5,13,842	13,314	34,643	9,949	...	5,71,748	12,657	2,902
61	15,763	14,945	...	740	...	...	15,685	78	...
305	21,229	18,617	362	1,643	...	554	21,176	53	69
366	36,992	33,562	362	2,383	...	554	36,861	131	69
16,605	6,21,397	5,47,404	13,676	37,026	9,949	554	6,08,609	12,788	2,971
1,833	4,35,134	3,92,490	4,603	23,025	2,232	10,904	4,33,254	1,880	2,604
...	80,773	69,294	7,159	4,320	...	...	80,773	...	...
1,833	5,15,907	4,61,784	11,762	27,345	2,232	10,904	5,14,027	1,880	2,604
30	76,788	62,682	1,012	5,619	1,355	1,536	72,204	4,584	198
137	53,727	49,764	244	2,459	990	246	53,703	24	63
...	7,038	6,628	...	...	250	160	7,038	...	...
167	1,37,553	1,19,074	1,256	8,078	2,595	1,942	1,32,945	4,608	261
2,000	6,53,460	5,80,858	13,018	35,423	4,827	12,846	6,46,972	6,488	2,865

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
BOMBAY DIVISION —*concld.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Abstract.						
District Local Board ...	5,41,697	13,00,153	108	2,77,671	7,270	47,634
Non-Local Authority Municipalities.	...	2,12,756	...	11,680	50,620	10,542
Total (a) ...	5,41,697	15,12,909	108	2,89,351	57,890	58,176
Local Authority Municipalities (excluding Bombay Municipality).	5,403	1,31,716	1,416	10,099	1,90,760	5,934
Bombay Municipality ...	20,000	7,86,427	...	...	25,64,796	20,511
Total Local Authority Municipalities (b).	25,403	9,18,142	1,416	10,099	27,55,556	26,445
Grand Total (a) and (b) ...	5,67,100	24,31,052	1,524	2,99,450	28,13,446	84,621
CENTRAL DIVISION.						
Poona.						
District Local Board ...	32,420	4,83,496	433	73,391	...	15,402
Non-Local Authority Municipalities.	...	39,355	...	...	15,890	2,103
Total (a) ...	32,420	5,22,851	433	73,391	15,890	17,505
Local Authority Municipalities—						
Poona City ...	6,219	1,40,471	...	...	1,74,871	4,289
Poona Suburban ...	1,856	5,700	...	...	13,378	1
Lonavla ...	25	7,400	...	...	11,354	5
Baramati ...	642	10,079	...	...	10,933	1,031
Poona Cantonment ...	...	6,211	...	...	12,835	...
Kirkee Cantonment ...	...	420	...	...	1,533	...
Total Local Authority Municipalities (b).	8,742	1,70,281	...	...	2,24,904	5,326
Grand Total (a) and (b) ...	41,162	6,93,132	433	73,391	2,40,794	22,831

Non-recurring).		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
54,628	22,29,161	15,90,164	26,745	1,10,222	17,747	34,591	17,79,469	4,49,692	12,681
9,464	2,95,062	2,53,784	22,128	19,078	72	...	2,95,062	...	537
64,092	25,24,223	18,43,948	48,873	1,29,300	17,819	34,591	20,74,531	4,49,692	13,218
3,735	3,49,063	2,89,950	20,080	23,334	2,656	4,105	3,40,125	8,938	503
10,420	34,02,154	30,71,412	1,57,912	1,45,413	...	...	33,74,737	27,417	1,286
14,155	37,51,217	33,61,362	1,77,992	1,68,747	2,656	4,105	37,14,862	36,355	1,789
78,247	62,75,440	52,05,310	2,26,865	2,98,047	20,475	38,696	57,89,393	4,86,047	15,007
13,072	6,18,214	4,88,159	16,100	34,300	51,834	...	5,90,393	27,821	6,953
...	57,348	55,312	2,036	...	...	...	57,348	...	...
13,072	6,75,562	5,43,471	18,136	34,300	51,834	...	6,47,741	27,821	6,953
331	3,26,181	2,47,916	60,664	17,569	...	...	3,26,149	32	100
40	20,975	15,598	622	3,642	...	294	20,156	819	...
323	19,107	15,128	458	2,570	...	606	18,762	345	72
16	22,701	19,513	400	1,990	25	...	21,928	773	36
...	19,046	...	19,046	...	...	...	19,046	...	...
...	1,953	...	1,845	...	...	108	1,953	...	...
710	4,09,963	2,98,155	83,035	25,771	25	1,008	4,07,994	1,969	208
13,782	10,85,525	8,41,626	1,01,171	60,071	51,859	1,008	10,55,735	29,790	7,161

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
CENTRAL DIVISION —*contd.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Satara.						
District Local Board ...	48,210	5,95,235	...	1,17,356	...	12,718
Non-Local Authority Municipalities.	...	88,765	...	...	36,988	2,827
Total (a) ...	48,210	6,84,000	...	1,17,356	36,988	15,545
Local Authority Municipalities—						
Satara City ...	1,349	21,600	...	174	19,026	2,124
Total Local Authority Municipalities (b).	1,349	21,600	...	174	19,026	2,124
Grand Total (a) and (b) ...	49,559	7,05,600	...	1,17,530	56,014	17,669
Sholapur.						
District Local Board ...	1,31,164	2,90,283	3,840	93,672	...	49
Non-Local Authority Municipalities.	...	13,217	...	...	2,145	...
Total (a) ...	1,31,164	3,03,500	3,840	93,672	2,145	49
Local Authority Municipalities—						
Sholapur City ..	3,820	64,900	...	2,866	96,779	28
Barsi ...	1,017	16,962	...	...	29,500	668
Pandharpur ...	264	20,515	193	...	29,552	7
Total Local Authority Municipalities (b).	5,101	1,02,377	193	2,866	1,55,831	703
Grand Total (a) and (b) ...	1,36,265	4,05,877	4,033	96,538	1,57,976	752

Non-recurring).		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,41,733	9,15,252	7,84,916	3,202	52,621	28,336	7,686	8,76,761	38,491	2,136
...	1,28,580	1,24,385	4,195	...	...	...	1,28,580	.:.	338
1,41,733	10,43,832	9,09,301	7,397	52,621	28,336	7,686	10,05,341	38,491	2,474
56	44,329	38,323	3,074	2,206	...	89	43,692	637	46
56	44,329	38,323	3,074	2,206	...	89	43,692	637	46
1,41,789	10,88,161	9,47,624	10,471	54,827	28,336	7,775	10,49,033	39,128	2,520
5,092	5,24,100	3,89,262	2,456	26,675	16,040	152	4,34,585	89,515	2,325
...	15,362	15,362	...	...	...	...	15,362	...	...
5,092	5,39,462	4,04,624	2,456	26,675	16,040	152	4,49,947	89,515	2,325
2,974	1,71,367	1,45,568	16,164	5,861	...	651	1,68,244	3,123	925
223	48,370	43,713	42	2,945	790	...	47,490	880	237
124	\50,655	47,045	...	2,722	...	...	49,767	888	492
3,321	2,70,392	2,36,326	16,206	11,528	790	651	2,65,501	4,891	1,654
8,413	8,09,854	6,40,950	18,662	38,203	16,830	803	7,15,448	94,406	3,979

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
CENTRAL DIVISION —*contd.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Ahmednagar.						
District Local Board ...	30,855	4,82,141	3,558	1,20,000	...	1,323
Non-Local Authority Municipalities.	...	12,555	...	...	6,000	250
Total (a) ...	30,855	4,94,696	3,558	1,20,000	6,000	1,573
Local Authority Municipalities—						
Ahmednagar City ...	36,172	43,300	260	...	46,145	2,346
Ahmednagar Cantonment.	...	3,540	...	11	5,962	1,106
Total Local Authority Municipalities (b).	36,172	46,840	260	11	52,107	3,452
Grand Total (a) and (b) ...	67,027	5,41,536	3,818	1,20,011	58,107	5,025
East Khandesh.						
District Local Board ...	4,376	6,21,511	...	1,93,262	...	21,024
Non-Local Authority Municipalities.	...	1,07,231	...	...	67,230	5,662
Total (a) ...	4,376	7,28,742	...	1,93,262	67,230	26,686
Local Authority Municipalities—						
Jalgaon ...	1,006	24,900	...	2,064	43,040	1,230
Amalner ...	6,233	19,382	...	1,290	24,328	17
Total Local Authority Municipalities (b).	7,239	44,282	...	3,354	67,368	1,247
Grand Total (a) and (b) ...	11,615	7,73,024	...	1,96,616	1,34,598	27,933

Non-recurring).		Expenditure.							
		Recurring.							
Miscellaneous.	Total including Opening balance.	On Primary schools maintained.	On Approved schools.	On Management.	Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
28,462	6,66,339	5,47,058	28,604	28,134	13,006	...	6,16,802	49,537	4,591
...	18,805	18,250	...	...	...	...	18,250	555	328
28,462	6,85,144	5,65,308	28,604	28,134	13,006	...	6,35,052	50,092	4,919
2,730	1,30,953	85,205	3,962	5,984	...	1,704	96,855	34,098	153
...	10,619	10,412	...	...	...	207	10,619	...	...
2,730	1,41,572	95,617	3,962	5,984	...	1,911	1,07,474	34,098	153
31,192	8,26,716	6,60,925	32,566	34,118	13,006	1,911	7,42,526	84,190	5,072
2,120	8,42,293	7,94,710	819	46,764	...	...	8,42,293	...	4,215
55	1,80,178	1,79,864	314	...	...	...	1,80,178	...	...
2,175	10,22,471	9,74,574	1,133	46,764	...	...	10,22,471	...	4,215
37	72,277	66,050	...	3,607	...	4	69,661	2,616	308
7,961	59,211	42,364	215	2,394	7,000	...	51,973	7,238	55
7,998	1,31,488	1,08,414	215	6,001	7,000	4	1,21,634	9,854	363
10,173	11,53,959	10,82,988	1,348	52,765	7,000	4	11,44,105	9,854	4,578

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
CENTRAL DIVISION—*concld.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
West Khandesh.							
District Local Board.	7,670	2,95,168	1,200	1,20,140	...	55	4,724
Non-Local Authority Municipalities.	...	38,832	...	...	15,843	18	...
Total (a) ...	7,670	3,34,000	1,200	1,20,140	15,843	73	4,724
Local Authority Municipalities—							
Dhulia ...	9,147	38,812	...	1,013	46,020	...	360
Nandurbar ...	1,496	13,251	...	504	16,500	526	58
Total Local Authority Municipalities (b).	10,643	52,063	...	1,517	62,520	526	418
Grand Total (a) and (b).	18,313	3,86,063	1,200	1,21,657	78,363	599	5,142
Abstract.							
District Local Boards.	2,54,695	27,67,834	9,031	7,17,821	...	50,571	1,95,203
Non-Local Authority Municipalities.	...	2,99,955	...	...	1,44,096	10,860	55
Total ...	2,54,695	30,67,789	9,031	7,17,821	1,44,096	61,431	1,95,258
Local Authority Municipalities.	69,246	4,37,443	453	7,922	5,81,756	13,378	15,233
Grand Total ...	3,23,941	35,05,232	9,484	7,25,743	7,25,852	74,809	2,10,491

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
4,28,957	3,75,872	4,719	25,825	6,013	3,725	4,16,154	12,803	10,529
54,693	54,366	327	...	...	...	54,693	...	590
4,83,650	4,30,238	5,046	25,825	6,013	3,725	4,70,847	12,803	11,119
95,352	80,207	...	6,369	5,786	...	92,362	2,990	...
32,335	29,202	823	2,170	...	...	32,195	140	...
1,27,687	1,09,409	823	8,539	5,786	...	1,24,557	3,130	...
6,11,337	5,39,647	5,869	34,364	11,799	3,725	5,95,404	15,933	11,119
39,95,155	33,79,977	55,900	2,14,319	1,15,229	11,563	37,76,988	2,18,167	30,749
4,54,966	4,47,539	6,872	...	...	...	4,54,411	555	1,256
44,50,121	38,27,516	62,772	2,14,319	1,15,229	11,563	42,31,399	2,18,722	32,005
11,25,431	8,86,244	1,07,315	60,029	13,601	3,663	10,70,852	54,579	2,424
55,75,552	47,13,760	1,70,087	2,74,348	1,28,830	15,226	53,02,25	2,73,301	34,429

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
NORTHERN DIVISION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Ahmedabad.							
District Local Board.	1,10,443	4,01,775	...	59,901	...	12,405	4,259
Non-Local Authority Municipalities.	...	27,747	...	...	26,848	3,017	...
Total (a) ...	1,10,443	4,29,522	...	59,901	26,848	15,422	4,259
Local Authority Municipalities—							
Ahmedabad ...	...	21,279	...	2,921	6,91,637	...	182
Ahmedabad Cantonment.	...	320	...	...	...	...	1,325
Viramgam ...	2,672	14,446	...	...	17,554	1,121	81
Total Local Authority Municipalities (b).	2,672	36,045	...	2,921	7,09,191	1,121	1,588
Grand Total (a) and (b).	1,13,115	4,65,567	...	62,822	7,36,039	16,543	5,847
Kaira.							
District Local Board.	2,950	4,94,507	11,040	10,959	...	11,692	9,210
Non-Local Authority Municipalities.	...	67,932	...	...	32,631	2,629	107
Total (a) ...	2,950	5,62,439	11,040	10,959	32,631	14,321	9,317
Local Authority Municipalities—							
Nadiad ...	656	33,163	25	732	27,355	1,915	321
Total Local Authority Municipalities (b).	656	33,163	25	732	27,355	1,915	321
Grand Total (a) and (b).	3,606	5,95,602	11,065	11,691	59,986	16,236	9,638

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,88,783	4,11,804	9,360	28,479	1,077	...	4,50,720	1,38,063	397
57,612	57,612	...	...	...	...	57,612	...	...
6,46,395	4,69,416	9,360	28,479	1,077	...	5,08,332	1,38,063	397
7,16,019	6,00,567	21,279	23,687	70,486	...	7,16,019	...	...
1,645	1,525	...	...	...	120	1,645	...	...
35,874	30,130	...	2,016	...	...	32,146	3,728	166
7,53,538	6,32,222	21,279	25,703	70,486	120	7,49,810	3,728	166
13,99,933	11,01,638	30,639	54,182	71,563	120	12,58,142	1,41,791	563
5,40,358	4,89,713	13,853	32,577	2,611	...	5,38,754	1,604	90
1,03,299	93,752	9,547	...	...	...	1,03,299	...	72
6,43,657	5,83,465	23,400	32,577	2,611	...	6,42,053	1,604	162
64,167	56,875	3,748	3,213	...	...	63,836	331	67
64,167	56,875	3,748	3,213	...	...	63,836	331	67
7,07,824	6,40,340	27,148	35,790	2,611	...	7,05,889	1,935	229

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
NORTHERN DIVISION—*contd.*							
Panch Mahals.							
District Local Board.	19,514	1,84,000	144	22,034	...	2,961	10,083
Non-Local Authority Municipalities.	...	...	...	...	...	...	...
Total (a) ...	19,514	1,84,000	144	22,034	...	2,961	10,083
Local Authority Municipalities—							
Godhra ...	221	14,800	...	...	22,000	...	74
Dohad ...	173	29,429	...	...	7,625	...	40
Total Local Authority Municipalities (b).	394	44,229	...	...	29,625	...	114
Grand Total (a) and (b).	19,908	2,28,229	144	22,034	29,625	2,961	10,197
Broach.							
District Local Board.	13,493	2,74,537	179	75,421	...	6,267	473
Non-Local Authority Municipalities.	...	19,641	...	...	14,284	...	9
Total (a) ...	13,493	2,94,178	179	75,421	14,284	6,267	482
Local Authority Municipalities—							
Broach ...	11,705	33,100	467	...	50,900	597	1,814
Total Local Authority Municipalities (b).	11,705	33,100	467	...	50,900	597	1,814
Grand Total (a) and (b).	25,198	3,27,278	646	75,421	65,184	6,864	2,296

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess of provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,38,736	1,84,944	4,051	16,127	5,003	670	2,10,795	27,941	7,060
...	...	...	...	...	...	...	...	...
2,38,736	1,84,944	4,051	16,127	5,003	670	2,10,795	27,941	7,060
37,095	29,096	3,716	1,547	...	2,346	36,705	390	50
37,267	24,650	3,000	2,296	1,453	...	31,399	5,868	148
74,362	53,746	6,716	3,843	1,453	2,346	68,104	6,258	198
3,13,098	2,38,690	10,767	19,970	6,456	3,016	2,78,899	34,199	7,258
3,70,370	2,81,227	1,678	24,561	14,091	...	3,21,557	48,813	...
33,934	33,330	248	...	356	...	33,934	...	...
4,04,304	3,14,557	1,926	24,561	14,447	...	3,55,491	48,813	...
98,583	74,169	3,589	3,638	1,286	3,922	86,604	11,979	...
98,583	74,169	3,589	3,638	1,286	3,922	86,604	11,979	...
5,02,887	3,88,726	5,515	28,199	15,733	3,922	4,42,095	60,792	...

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
NORTHERN DIVISION—*concld.*							
Surat.							
District Local Board.	1,781	4,58,711	...	60,333	....	29,701	19,917
Non-Local Authority Municipalities.	...	...	...	...	...	...	...
Total (a) ...	1,781	4,58,711	...	60,333	...	29,701	19,917
Local Authority Municipalities—							
Surat ...	...	1,24,708	1,920	...	1,32,746	...	214
Bulsar ...	210	14,700	...	582	18,168	...	491
Rander ...	442	7,669	...	...	10,278	...	...
Total Local Authority Municipalities (b).	652	1,47,077	1,920	582	1,61,192	...	705
Grand Total (a) and (b).	2,433	6,05,788	1,920	60,915	1,61,192	29,701	20,622
Abstract.							
District Local Boards.	1,48,181	18,13,530	11,363	2,28,648	...	63,026	43,942
Non-Local Authority Municipalities.	...	1,15,320	...	...	73,763	5,646	116
Total ...	1,48,181	19,28,850	11,363	2,28,648	73,763	68,672	44,058
Local Authority Municipalities.	16,079	2,93,614	2,412	4,235	9,79,588	3,633	3,217
Grand Total	1,64,260	22,22,464	13,775	2,32,883	10,53,351	72,305	47,275

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,70,443	5,24,489	8,496	24,305	3,204	...	5,60,494	9,949	...
...	...	...	...	...	...	...	...	...
5,70,443	5,24,489	8,496	24,305	3,204	...	5,60,494	9,949	...
2,59,588	2,15,815	17,027	10,970	1,920	...	2,45,732	13,856	...
34,151	29,677	536	2,351	...	484	33,048	1,103	...
18,389	15,108	1,081	1,760	...	...	17,949	440	...
3,12,128	2,60,600	18,644	15,081	1,920	484	2,96,729	15,399	...
8,82,571	7,85,089	27,140	39,386	5,124	484	8,57,223	25,348	...
23,08,690	18,92,177	37,488	1,26,049	25,986	670	20,82,320	2,26,370	7,547
1,94,845	1,84,694	9,795	...	356	...	1,94,845	...	72
25,03,535	20,76,871	47,283	1,26,049	26,342	670	22,77,165	2,26,370	7,619
13,02,778	10,77,612	53,976	51,478	75,145	6,872	12,65,083	37,695	431
38,06,313	31,54,483	1,01,259	1,77,527	1,01,487	7,542	35,42,248	2,64,065	8,050

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SOUTHERN DIVISION.							
Dharwar.							
District Local Board.	13,040	5,34,316	2,800	95,430	...	16,130	1,033
Non-Local Authority Municipalities.	...	44,184	....	...	9,507	845	...
Total (a) ...	13,040	5,78,500	2,800	95,430	9,507	16,975	1,033
Local Authority Municipalities—							
Darwar ...	...	27,134	....	...	34,318	...	265
Hubli ...	...	57,568	...	...	69,339	...	107
Gadag ...	...	28,500	...	230	39,141	3	104
Total Local Authority Municipalities (b).	...	1,13,202	...	230	1,42,798	3	476
Grand Total (a) and (b).	13,040	6,91,702	2,800	95,660	1,52,305	16,978	1,509
Belgaum.							
District Local Board.	98,141	4,28,682	...	1,16,800	...	...	11,658
Non-Local Authority Municipalities.	...	93,688	2,450	...	30,172	...	...
Total (a) ...	98,141	5,22,370	2,450	1,16,800	30,172	...	11,658
Local Authority Municipalities—							
Nipani ...	...	10,400	...	...	15,670	2	89
Belgaum Cantonment.	...	1,607	...	...	3,098	1	...
Total Local Authority Municipalities (b).	...	12,007	...	...	18,768	3	89
Grand Total (a) and (b).	98,141	5,34,377	2,450	1,16,800	48,940	3	11,747

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,62,749	5,29,394	12,839	37,362	15,165	66,401	6,61,161	1,588	...
54,536	53,041	1,495	...	...	...	54,536	...	...
7,17,285	5,82,435	14,334	37,362	15,165	66,401	7,15,697	1,588	...
61,717	56,086	1,025	3,790	866	...	61,717	...	...
1,27,014	1,17,236	4,600	5,178	...	...	1,27,014	...	...
67,978	59,197	3,500	4,035	...	1,246	67,978	...	...
2,56,709	2,32,469	9,125	13,003	866	1,246	2,56,709	...	...
9,73,994	8,14,904	23,459	50,365	16,031	67,647	9,72,406	1,588	...
6,55,281	5,44,533	6,116	37,296	249	...	5,88,194	67,087	1,806
1,26,310	1,19,799	4,061	...	2,450	...	1,26,310	...	...
7,81,591	6,64,332	10,177	37,296	2,699	...	7,14,504	67,087	1,806
26,161	23,807	145	1,752	...	457	26,161	...	...
4,706	4,606	100	...	...	...	4,706	...	...
30,867	28,413	245	1,752	...	457	30,867	...	...
8,12,458	6,92,745	10,422	39,048	2,699	457	7,45,371	67,087	1,806

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SOUTHERN DIVISION—*contd.*							
Bijapur.							
District Local Board.	3,09,549	4,11,819	67	50,085	...	12,155	23,604
Non-Local Authority Municipalities.	...	20,330	...	...	8,412	101	...
Total (a) ...	3,09,549	4,32,149	67	50,085	8,412	12,256	23,604
Local Authority Municipalities—							
Bagalkot ...	...	14,942	...	...	17,301	54	33
Bijapur ...	...	39,017	...	...	47,043	...	1,730
Total Local Authority Municipalities (b).	...	53,959	...	...	64,344	54	1,763
Grand Total (a) and (b).	3,09,549	4,86,108	67	50,085	72,756	12,310	25,367
Kanara.							
District Local Board.	31,543	2,31,905	...	20,283	...	5,622	12,827
Non-Local Authority Municipalities.	...	51,760	...	...	26,764	2,138	...
Total (a) ...	31,543	2,83,665	...	20,283	26,764	7,760	12,827
Local Authority Municipalities.	...	...	...	...	...	...	...
Total Local Authority Municipalities (b).	...	...	...	...	...	...	...
Grand Total (a) and (b).	31,543	2,83,665	...	20,283	26,764	7,760	12,827

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
8,07,279	4,26,077	11,584	29,129	5,494	...	4,72,284	3,34,995	2,627
28,843	23,951	4,892	...	...	...	28,843	...	...
8,36,122	4,50,028	16,476	29,129	5,494	...	5,01,127	3,34,995	2,627
32,330	29,059	463	2,808	...	...	32,330	...	...
87,790	76,717	4,643	6,406	24	...	87,790	...	...
1,20,120	1,05,776	5,106	9,214	24	...	1,20,120	...	...
9,56,242	5,55,804	21,582	38,343	5,518	...	6,21,247	3,34,995	2,627
3,02,180	2,35,041	4,401	19,239	7,172	1,391	2,67,244	34,936	165
80,662	77,892	1,885	...	885	...	80,662	...	...
3,82,842	3,12,933	6,286	19,239	8,057	1,391	3,47,906	34,936	165
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
3,82,842	3,12,933	6,286	19,239	8,057	1,391	3,47,906	34,936	165

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1.	2	3	4	5	6	7
SOUTHERN DIVISION—*concld.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Abstract.						
District Local Boards ...	4,52,273	16,06,722	2,867	2,82,598	....	33,907
Non-Local Authority Municipalities.	...	2,09,962	2,450	...	74,855	3,084
Total (*a*) ...	4,52,273	18,16,684	5,317	2,82,598	74,855	36,991
Local Authority Municipalities.	...	1,79,168	...	230	2,25,910	60
Total Local Authority Municipalities (*b*).	...	1,79,168	...	230	2,25,910	60
Grand Total (*a*) and (*b*). ...	4,52,273	19,95,852	5,317	2,82,828	3,00,765	37,051

Non-recurring).		Expenditure.						Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
		Recurring.			Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.		
Miscellaneous.	Total including Opening balance.	On Primary Schools maintained.	On Approved Schools.	On Management.					
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
49,122	24,27,489	17,35,045	34,940	1,23,026	28,080	67,792	19,88,883	4,38,606	4,598
...	2,90,351	2,74,683	12,333	...	3,335	...	2,90,351	...	...
49,122	27,17,840	20,09,728	47,273	1,23,026	31,415	67,792	22,79,234	4,38,606	4,598
2,328	4,07,696	3,66,658	14,476	23,969	890	1,703	4,07,696	...	...
2,328	4,07,696	3,66,658	14,476	23,969	890	1,703	4,07,696	...	...
51,450	31,25,536	23,76,386	61,749	1,46,995	32,305	69,495	26,86,930	4,38,606	4,598

District and Management.	Opening balance on 1st April, 1936.	Receipts (Recurring and Non-					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
BOMBAY PROVINCE.							
Abstract.							
District Local Boards	13,96,846	74,88,239	23,369	15,06,738	7,270	1,95,138	3,42,895
Non-Local Authority Municipalities.	...	8,37,993	2,450	11,680	3,43,334	30,132	9,635
Total (*a*) ...	13,96,846	83,26,232	25,819	15,18,418	3,50,604	2,25,270	3,52,530
Local Authority Municipalities (excluding the Bombay Municipality).	90,728	10,41,941	4,281	22,486	19,78,014	23,005	24,513
Bombay Municipality.	20,000	7,86,427	...	...	25,64,796	20,511	10,420
Total (*b*) ...	1,10,728	18,28,368	4,281	22,486	45,42,810	43,516	34,933
Grand Total (*a*) and (*b*).	15,07,574	1,01,54,600	30,100	15,40,904	48,93,414	2,68,786	3,87,463

recurring).	Expenditure.							
Total including Opening balance.	Recurring.			Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.	Closing balance on 31st March, 1937.	Expenditure on scholarships included in the total recurring expenditure.
	On Primary Schools maintained.	On Approved Schools.	On Management.					
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,09,60,495	85,97,363	1,55,023	5,73,616	1,87,042	1,14,616	96,27,660	13,32,835	55,575
12,35,224	11,60,700	51,128	19,078	3,763	...	12,34,669	555	1,865
1,21,95,719	97,58,063	2,06,151	5,92,694	1,90,805	1,14,616	1,08,62,329	13,33,390	57,440
31,84,968	26,20,464	1,95,847	1,58,810	92,292	16,343	30,83,756	1,01,212	3,358
34,02,154	30,71,412	1,57,912	1,45,413	...	...	33,74,737	27,417	1,286
65,87,122	56,91,876	3,53,759	3,04,223	92,292	16,343	64,58,493	1,28,629	4,644
1,87,82,841	1,54,49,939	5,59,910	8,96,917	2,83,097	1,30,959	1,73,20,822	14,62,019	62,084

Table showing the number and average pay of Primary Schools in the British Districts of each

—	Number of				
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses. who have passed the Primary School Leaving certificate Examination.	Untrained and unpassed Assistants and Mistresses.
Men Teachers.					
Bombay Division—					
District Local Board ...	988	836	881	706	81
Municipal—					
Bombay City ...	175	22	623	392	76
Mofussil	129	25	349	287	35
Central Division—					
District Local Board ...	1,685	1,860	2,088	1,688	67
Municipal	266	44	911	868	22
Northern Division—					
District Local Board ...	1,149	257	681	1,544	23
Municipal	233	23	665	730	33
Southern Division—					
District Local Board ...	1,401	486	1,104	1,081	25
Municipal	91	9	243	204	17
Total (Bombay Province)—					
District Local Board ...	5,223	3,439	4,754	5,019	196
Municipal—					
Excluding Bombay City.	719	101	2,168	2,089	107
Including Bombay City.	894	123	2,791	2,481	183
Women Teachers.					
Bombay Division—					
District Local Board ...	57	28	31	63	24
Municipal—					
Bombay City. ...	105	14	295	179	163
Mofussil	42	6	92	98	32
Central Division—					
District Local Board ...	102	57	49	117	28
Municipal	103	5	243	269	35
Northern Division—					
District Local Board ...	198	6	57	153	2
Municipal	90	5	314	216	22

all full-time teachers in District Local Board and Municipal Division of the Bombay Province during the year 1936-37.

Total number of teachers.	Average pay of					
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Primary School Leaving Certificate Examination.	Untrained and unpassed Assistants and Mistresses.	Total average pay.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,492	38·5	24·6	30·5	19·5	18·1	28·8
1,288	119·5	65·1	86·5	50·6	41·1	77·0
825	46·4	26·2	32·5	23·7	21·0	30·9
7,388	43·0	25·7	32·1	20·9	17·7	30·3
2,111	52·4	26·3	31·8	21·2	20·7	29·8
3,654	44·3	30·4	32·6	22·8	19·6	31·9
1,684	50·5	30·3	30·2	26·5	19·5	31·2
4,097	44·6	20·2	38·6	24·5	19·1	34·6
564	49·8	24·5	32·3	21·1	20·1	30·6
18,631	42·9	25·0	33·4	22·1	18·3	31·3
5,184	50·4	27·0	31·5	23·4	20·3	30·5
6,472	63·9	33·8	43·8	27·7	29·0	39·8
203	36·6	24·2	28·6	16·2	16·4	24·9
756	122·6	79·4	90·6	54·3	40·2	75·4
270	47·9	22·6	30·0	22·7	16·4	28·4
353	36·2	22·1	24·6	16·6	14·5	24·1
655	45·5	25·4	31·0	20·1	15·4	27·9
416	46·9	27·8	32·1	22·3	17·5	35·4
647	59·9	29·8	37·4	25·1	19·8	35·8

—	Number of				
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Primary School Leaving Certificate Examination.	Untrained and unpassed Assistants and Mistresses.
Women Teachers—concld.					
Southern Division—					
District Local Board ...	133	24	111	98	23
Municipal	29	...	66	55	17
Total (Bombay Province)—					
District Local Board ...	490	115	248	431	77
Municipal—					
Excluding Bombay City...	264	16	715	638	106
Including Bombay City...	369	30	1,010	817	269

Total number of teachers.	Average pay of					
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Primary School Leaving Certificate Examination.	Untrained and unpassed Assistants and Mistresses.	Total average pay.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
389	39·4	21·8	31·1	15·5	17·7	28·6
167	45·9	...	33·3	19·8	19·5	29·6
1,361	41·4	22·8	29·7	18·3	16·1	29·0
1,739	50·8	25·7	33·9	22·2	17·3	31·1
2,495	71·3	50·8	50·5	29·2	31·2	44·5

SUBSIDIARY FORM

Table showing the statistics of Arts

1	Number of Institutions. 2	Number of Pupils on rolls on: Reading for the First Year Arts, Inter Arts or Inter Science. 3	Reading for a degree, e.g., B.A., B.Sc., B.E., B.Ag., B.Com., etc. 4	Reading for a Higher degree, e.g., M.A., M.Com., LL.M., M.D., etc. 5
Bombay—				
University School of Economics and Sociology.	1	...	...	146
ARTS COLLEGES.				
Government.				
Bombay—				
Elphinstone College, Bombay ...	1	409	171	60
Ismail College, Andheri	1	250	59	16
Ahmedabad—				
Gujarat College, Ahmedabad	1	576	286	54
Dharwar—				
Karnatak College, Dharwar	1	276	159	24
Total ...	4	1,511	675	154
Bombay—				
Royal Institute of Science, Bombay ...	1	87	128	94
Aided.				
Bombay—				
Wilson College, Bombay	1	508	265	96
St. Xavier's College, Bombay ...	1	1,104	561	169
Nasik—				
H. P. T. College, Nasik	1	220	72	...
Poona—				
Fergusson College, Poona	1	815	379	125
Sir Parashurambhau College, Poona ...	1	570	301	69
Satara—				
Willingdon College (Sangli)	1	194	98	37
Surat—				
M. T. B. College, Surat	1	492	170	55
Belgaum—				
Lingraj College, Belgaum	1	293	104	...
Total ...	8	4,196	1,950	551
Unaided (Recognised).				
Poona—				
Nowrosjee Wadia College, Poona ...	1	363	116	39
Total, Arts Colleges (Excluding the University School of Economics and Sociology). ...	14	6,157	2,869	838

No. I.

and Professional Colleges for 1936-37.

31st March, 1937.				Expenditure (Direct).				
Reading for an additional degree, e.g., LL.B., B.T., etc.	Total.	Average Monthly Number.	Average Daily Attendance.	Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.
6	7	8	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.
...	146	144	105	45,833	...	...	7,950	...
...	640	638	601	29,424	...	...	1,09,229	13,075
...	325	302	288	53,326	...	...	47,383	...
...	916	920	881	58,007	...	...	1,35,269	27,000
...	459	457	449	1,00,734	...	...	67,509	8,079
...	2,340	2,317	2,219	2,41,491	...	...	3,59,390	48,154
..	309	306	289	63,452	...	...	43,773	78,517
...	869	879	788	30,000	...	...	1,60,054	...
...	1,834	1,779	1,724	38,500	...	...	3,11,518	...
...	292	293	269	5,200	...	250	23,128	9,199
...	1,319	1,349	1,141	25,600	...	...	1,66,414	...
...	940	900	875	15,000	...	...	1,26,427	...
...	329	324	292	6,000	...	...	37,528	965
...	717	703	660	13,000	...	...	1,02,074	...
...	397	381	342	6,500	...	...	49,440	...
...	6,697	6,608	6,091	1,39,800	...	250	9,76,583	10,164
...	518	512	482	...	...	...	81,058	...
...	9,864	9,743	9,081	4,44,743	...	250	14,60,804	1,36,895

SUBSIDIARY FORM No. 1—*contd.*

	Expenditure (Direct) —*concld.*		Annual cost of educating each student.	
	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
1	15	16	17	18
	Rs.	Rs.	Rs.	Rs.
Bombay—				
University School of Economics and Sociology.	...	53,783	373	318
ARTS COLLEGES.				
Government.				
Bombay—				
Elphinstone College, Bombay... ...	2,089	1,53,817	241	46
Ismail College, Andheri	...	1,00,709	333	177
Ahmedabad—				
Gujarat College, Ahmedabad	...	2,20,276	239	63
Dharwar—				
Karnatak College, Dharwar	190	1,76,512	386	220
Total ...	2,279	6,51,314	281	104
Bombay—				
Royal Institute of Science, Bombay ...	1,104	1,86,846	610	207
Aided.				
Bombay—				
Wilson College, Bombay	72,926	2,62,980	299	34
St. Xavier's College, Bombay... ...	2,047	3,52,065	198	22
Nasik—				
H. P. T. College, Nasik	5,171	42,948	147	18
Poona—				
Fergusson College, Poona	8,952	2,00,966	149	19
Sir Parashurambhau College, Poona ...	5,632	1,47,059	163	17
Satara—				
Willingdon College, (Sangli)... ...	33,664	78,157	241	19
Surat—				
M. T. B. College, Surat	34,276	1,49,350	212	18
Belgaum—				
Lingraj College, Belgaum	433	56,373	148	17
Total ...	1,63,101	12,89,898	195	21
Unaided (Recognised).				
Poona—				
Nowrosjee Wadia College, Poona ...	20,021	1,01,079	197	...
Total, Arts Colleges ... (Excluding the University School of Economics and Sociology.	1,86,505	22,29,137	229	46

PROFESSIONAL COLLEGES.

SUBSIDIARY FORM

1	Number of Institutions. 2	Number of Pupils on rolls on: Reading for the First Year Arts, Inter Arts or Inter Science. 3	Reading for a degree, e.g., B.A., B.Sc., B.E., B.Ag., B.Com., etc. 4	Reading for a Higher degree, e.g., M.A., M.Com., LL.M., M.D., etc. 5
PROFESSIONAL COLLEGES.				
Government.				
Bombay—				
Government Law College, Bombay ...	1	...	...	8
Grant Medical College, Bombay ...	1	...	716	74
Sydenham College of Commerce and Economics, Bombay	1	...	403	12
Secondary Training College, Bombay ...	1	...	...	...
Poona—				
College of Engineering, Poona ...	1	...	216	...
Agricultural College, Poona	1	...	185	10
Total ...	6	...	1,520	104
Municipal.				
Bombay—				
Seth G. S. Medical College, Bombay ...	1	...	419	35
Aided.				
Bombay—				
University Department of Chemical Technology.	1	...	...	...
Unaided (Recognised).				
Poona—				
Law College, Poona	1	...	...	13
Ahmedabad—				
Law College, Ahmedabad	1	...	...	6
Surat—				
Law College, Surat	1	...	...	...
Ahmedabad—				
H. L. Commerce College, Ahmedabad ...	1	...	95	...
Total ...	4	...	95	19
Total, Professional Colleges ...	12	...	2,034	158

No. I—*contd.*

31st March, 1937.				Expenditure (Direct).				
Reading for an additional degree, *e.g.*, LL.B., B.T., etc.	Total.	Average Monthly Number.	Average daily attendance.	Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.
6	7	8	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.
459	467	430	410	...	...	...	58,843	...
...	790	716	680	90,307	...	...	1,78,775	...
...	415	416	367	...	...	...	68,042	18,499
101	101	102	99	64,095	...	...	2,400	...
...	216	218	180	1,39,436	...	...	67,270	...
...	195	195	193	1,12,296	...	...	41,587	...
560	2,184	2,077	1,929	4,06,134	...	...	4,16,917	18,499
...	454	380	355	...	...	1,48,977	1,07,385	...
45	45	44	39	33,436	...	...	8,755	...
322	335	310	255	...	...	...	20,033	...
176	182	176	170	...	...	...	14,646	...
52	52	49	40	...	...	...	5,945	...
...	95	95	82	...	...	...	17,550	...
550	664	630	547	...	...	...	58,174	...
1,155	3,347	3,131	2,870	4,39,570	...	1,48,977	5,91,231	18,499

SUBSIDIARY FORM No. 1—*concld.*

	Expenditure (Direct). —*concld.*		Annual cost of educating each student.	
	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
1	15	16	17	18
PROFESSIONAL COLLEGES.	Rs.	Rs.	Rs.	Rs.
Government.				
Bombay—				
Government Law College, Bombay ...	...	58,843*	137	...
Grant Medical College, Bombay ...	17,067	2,86,149	400	126
Sydenham College of Commerce and Economics, Bombay	...	86,541†	208	...
Secondary Training College, Bombay ...	91	66,586	653	626
Poona—				
College of Engineering, Poona ...	668	2,07,374	951	640
Agricultural College, Poona	...	1,53,883	789	576
Total ...	17,826	8,59,376	414	196
Municipal.				
Bombay—				
Seth G. S. Medical College, Bombay ...	...	2,56,362	675	...
Aided.				
Bombay—				
University Department of Chemical Technology	1,19,881	1,62,072	3,683	760
Unaided (Recognised).				
Poona—				
Law College, Poona	...	20,033	65	...
Ahmedabad—				
Law College, Ahmedabad	...	14,646	83	...
Surat—				
Law College, Surat	10,675	16,620	339	...
Ahmedabad—				
H. L. Commerce College, Ahmedabad ...	20,353	37,903	399	...
Total ...	31,028	89,202	142	...
Total, Professional Colleges ...	1,68,735	13,67,012	437	140

	Rs.
* Excess of receipts over expenditure ...	3,632
† " " ...	20,369

SUBSIDIARY FORM No. 2.

SUBSIDIARY

Statistical Return of High and Middle Schools

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Averag daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS.						
SECONDARY.						
Government.						
Bombay—						
Elphinstone High School ...	1	250	182	432	423	388
Thana—						
B. J. High School, Thana ...	1	213	91	304	307	288
Ratnagiri—						
Ratnagiri High School ...	1	185	...	185	176	166
Nasik—						
Nasik High School ...	1	321	126	447	467	433
Poona—						
Anglo-Urdu High School, Poona.	1	93	87	180	182	165
Satara—						
High School, Satara ...	1	229	163	392	409	377
Sholapur—						
Northcote High School, Sholapur.	1	211	163	374	379	346
East Khandesh—						
G. S. High School, Jalgaon ...	1	183	92	275	272	251
West Khandesh—						
Garud High School, Dhulia ...	1	219	173	392	391	362
Ahmedabad—						
R. C. High School, Ahmedabad.	1	289	...	289	275	261
Kaira—						
Government High School, Nadiad.	1	128	91	219	220	213
Panch Mahals—						
Telang High School, Godhra ...	1	137	96	233	227	219
Broach—						
R. S. Dalal High School, Broach.	1	234	173	407	415	387
Surat—						
Sorabji J. J. High School, Surat.	1	152	94	246	253	238

FORM No. 2.

(English) for Boys for the Official Year 1936-37.

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
47,142	...	...	20,642	4,000	38	71,822	170	111	...	...
29,311	...	...	12,172	...	85	41,568	135	95	...	...
18,510	...	...	8,079	...	63	26,652	151	105	...	...
32,581	...	...	17,554	...	91	50,226	108	70	...	...
27,564	...	...	5,726	...	...	33,290	183	151	...	...
29,749	...	...	14,803	...	1	44,553	109	73	...	...
28,742	...	...	13,556	...	106	42,404	112	76	...	...
23,056	...	...	10,886	...	52	33,994	85	12	...	...
33,568	...	...	14,198	...	148	47,914	123	86	...	...
20,558	...	...	13,052	...	212	33,822	123	75	...	1,557
24,778	...	...	7,922	...	22	32,722	149	113	...	2,032
23,987	...	...	8,189	...	18	32,194	142	106	...	1,664
30,752	...	...	15,111	...	67	45,930	111	74	...	2,721
26,752	...	...	9,700	...	20	36,472	144	106	...	1,689

SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Government—concld.						
Dharwar—						
High School, Dharwar ...	1	223	94	317	311	281
Anglo-Urdu High School, Hubli.	1	97	89	186	197	173
Belgaum—						
Sardars' High School, Belgaum.	1	247	163	410	402	378
Bijapur—						
High School, Bijapur ...	1	206	142	348	353	323
Kanara—						
High School, Karwar ...	1	211	89	300	291	282
Total ...	19	3,828	2,108	5,936	5,950	5,531
Municipal.						
Nasik—						
Municipal High School, Malegaon.	1	150	133	283	296	262
Municipal High School, Yeola.	1	67	135	202	200	180
Sholapur—						
V. J. High School, Pandharpur.	1	230	140	370	380	333
Silver Jubilee High School, Barsi.	1	145	98	243	243	201
Ahmednagar—						
Sir D. M. Petit High School, Sangamner.	1	131	130	261	256	252
East Khandesh—						
D. S. High School, Bhusawal...	1	216	262	478	485	464
Simcox High School, Yaval ...	1	98	107	205	204	177
West Khandesh—						
Municipal High School, Nandurbar.	1	163	132	295	300	278

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
26,204	...	...	14,360	...	77	40,641	130	84	...	...
20,134	...	...	7,642	...	475	28,251	143	102	...	...
30,701	...	...	17,419	...	42	48,162	119	76	...	...
27,320	...	...	14,576	...	86	41,982	118	77	...	...
18,959	...	...	13,806	...	24	32,789	112	65	...	...
5,20,368	...	...	2,39,393	4,000	1,627	7,65,388	129	88	...	9,663
1,744	...	2,374	7,585	...	17	11,720	40	6	104	...
940	...	5,863	5,215	...	111	12,129	61	5	80	...
3,207	...	2,680	10,342	...	...	16,229	43	8	107	...
2,304	...	5,820	7,478	34	...	15,636	64	9	54	...
2,506	...	5,111	7,152	...	37	14,806	58	10	118	3
5,091	...	8,513	14,553	...	2,011	30,168	62	10	91	...
900	...	1,686	5,757	...	368	8,711	42	4	...	...
1,335	...	2,186	10,352	...	...	13,873	46	4	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Municipal—concld.						
Ahmedabad—						
King Edward Memorial High School, Prantij.	1	101	116	217	224	201
Birla and Harjivandas High School, Dhandhuka.	1	104	143	247	250	243
Kaira—						
Municipal High School, Kapadvanj.	1	183	229	412	422	395
Municipal High School, Mehmedabad.	1	84	110	194	197	180
Broach—						
Municipal High School, Jambusar.	1	85	162	247	254	238
Municipal High School, Ankleshwar.	1	133	188	321	329	301
Dharwar—						
Lamington High School, Hubli.	1	170	231	401	425	376
Municipal High School, Gadag.	1	248	250	498	518	460
Municipal High School, Haveri.	1	134	123	257	266	230
Municipal High School, Ranebennur.	1	86	68	154	153	125
Belgaum—						
Municipal High School, Gokak.	1	97	79	176	191	168
Municipal High School, Nipani.	1	155	171	326	282	273
Kanara—						
Shri Marikamba High School, Sirsi.	1	90	114	204	209	184
Total ...	21	2,870	3,121	5,991	6,084	5,521
Aided.						
Bombay—						
Sir Elly Kadoorie School, Mazagaon.	1	98	225	323	347	276
Wilson High School, Girgaum.	1	304	200	504	506	488
Robert Money High School, Girgaum.	1	240	221	461	472	419
Chikitsak Samooha Shirolkar High School, Girgaum.	1	260	312	572	579	535
Maratha High School, Girgaum.	1	109	167	276	307	255
Anjuman-i-Islam High School, Hornby Road.	1	170	180	350	340	293

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,545	...	1,179	6,435	...	36	9,195	41	7	...	85
2,288	...	353	8,163	...	28	10,832	403	9	65	38
3,027	...	580	11,680	...	394	15,681	37	7	54	43
860	...	1,601	6,093	100	178	8,832	45	4	65	...
2,164	...	3,071	7,135	...	190	12,560	49	8	76	28
3,377	...	3,623	8,171	63	...	15,234	46	10	89	158
4,544	...	6,533	9,628	...	14	20,719	49	11	244	...
5,819	...	9,251	14,666	...	2	29,738	57	11	119	...
1,964	...	3,138	7,482	...	70	12,654	48	7	54	...
2,150	...	3,668	5,541	...	36	11,395	75	14	...	...
2,270	...	3,004	6,571	...	...	11,845	62	12	...	...
2,800	...	6,664	6,301	...	...	15,765	56	10	...	....
1,742	...	7,755	5,214	...	77	14,788	71	8	...	12
52,577	...	84,653	1,71,514	197	3,569	3,12,510	51	9	1,320	367
4,131	...	...	8,022	...	9,518	21,671	62	12	61	..
9,809	...	...	26,254	...	25,293	61,356	121	19	149	...
8,014	...	...	20,640	597	12,672	41,923	89	17	129	...
3,880	...	...	28,988	...	...	32,868	57	7	120	...
4,565	...	...	13,648	...	2,677	20,890	68	15	65	...
4,928	...	...	15,236	...	1,647	21,811	64	14	78	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided—contd.						
Bombay—*concld.*						
B. J. Parsi Charitable Institution, Queen's Road.	1	137	142	279	304	274
Sir J. J. Parsi Benevolent Institution, Hornby Road.	1	96	201	297	303	286
Esplanade High School, Hornby Road.	1	312	229	541	578	524
Fort and Proprietary High School, Hornby Road.	1	157	121	278	303	247
New Bombay High School, Chira Bazar.	1	50	40	90	98	72
Gokuldas Tejpal High School, Kalbadevi.	1	376	370	746	782	731
Proprietary High School, Gowalia Tank Road.	1	96	100	196	231	183
G. E. Institute's C. L. Boys' High School, Dadar.	1	584	593	1,177	1,199	1,077
Indian Education Society's King George English School, Dadar.	1	584	847	1,431	1,438	1,351
American Mission High School, Byculla.	1	105	199	304	310	257
G. E. Society's Seth D. G. T. High School, Girgaum.	1	214	288	502	519	470
G. E. Society's R. M. Bhatt High School, Parel.	1	189	350	539	558	482
Ram Mohan English School, Girgaum.	1	238	346	584	616	568
Imperial High School, Gowalia Tank Road.	1	153	88	241	240	193
Grant Road High School, Charni Road Junction.	1	76	82	158	164	153
Maharashtra High School, Lower Parel.	1	128	267	395	406	336
Bombay Education League's High School, Thakurdwar.	1	228	253	481	499	449
Bombay Suburban District—						
Sheth A. P. High School, Santacruz.	1	482	461	943	969	861
Shet Madhavdas Amersey High School, Andheri.	1	158	168	326	339	319
Gurukul High School, Ghatkoper.	1	60	140	200	194	179

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
6,078	...	...	847	23,187	1,708	31,820	105	20	78	...
13,421	...	...	100	13,762	5,106	32,389	107	44	51	...
11,400	...	...	37,283	3,022	4,653	56,358	98	20	...	...
4,445	...	...	20,276	...	...	24,721	82	15	...	...
1,007	...	...	3,999	...	9	5,015	51	10	7	...
7,895	...	...	32,142	7,403	6,897	54,337	69	10	245	...
4,062	...	...	13,296	...	4,260	21,618	94	18	37	...
8,372	...	...	48,506	18	1,690	58,586	49	7	572	...
12,494	...	...	52,821	...	25,014	90,329	63	9	294	...
3,486	...	...	12,254	...	2,822	18,562	60	11	86	...
5,809	...	...	23,006	...	9,494	38,309	74	11	109	...
4,538	...	...	21,467	...	6,140	32,145	58	8	138	...
3,969	...	...	30,694	...	2,292	36,955	60	6	179	...
1,990	...	...	15,212	...	2,545	19,747	82	8	...	...
1,000	...	...	9,200	54	1,230	11,484	70	6	...	...
2,000	...	...	11,112	...	4,988	18,100	45	5	...	...
1,000	...	...	17,818	...	...	18,818	38	2	...	...
1,000	...	...	44,740	1,277	5,528	52,545	54	1	...	...
500	...	...	18,215	...	5,984	24,699	73	1	...	...
400	...	750	8,544	...	2,261	11,955	62	2	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided—contd.						
Thana—						
N. M. Wadia High School, Nargol.	1	98	...	98	105	88
K. D. High School, Chinchani .	1	99	93	192	197	169
R. P. Wagh High School, Bassein.	1	111	102	213	219	189
G. E. Institute's Sheth M. H. High School, Thana.	1	149	183	332	333	286
G. E. Institute's K. R. High School, Kalyan.	1	283	208	491	484	436
Thomas Baptista High School, Papdi.	1	108	116	224	225	192
M. M. English High School, Umbergaon.	1	60	98	158	152	148
G. E. Society's S. P. Hakimji High School, Bordi.	1	149	125	274	266	221
New English School, Thana ...	1	159	258	417	419	374
Anglo-Urdu High School, Bhiwandi.	1	65	61	126	129	93
K. L. Ponda High School, and N. L. Adhia Middle School, Dahanu.	1	63	80	143	145	125
Kolaba—						
John Elphinstone High School, Alibag.	1	99	82	181	182	172
K. E. Society's High School, Mahad.	1	144	160	304	315	282
Private High School, Pen ...	1	102	128	230	231	190
K. E. Society's Mehendale High School, Roha.	1	67	81	148	148	136
K. E. Society's V. K. High School, Panvel.	1	101	107	208	213	193
G. E. Institute's Native Institution, Uran.	1	71	103	174	175	159
K. E. Society's Industrial High School, Alibag.	1	122	95	217	222	203
Ratnagiri—						
Private High School, Rajapur .	1	154	152	306	309	293
United English School, Chiplun.	1	135	123	258	265	232
Alfred Gadney High School, Dapoli.	1	112	108	220	228	205

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,193	...	...	4,929	2,026	3,167	12,315	117	21	103	137
3,059	...	...	6,523	800	4,306	14,688	75	16	82	27
2,813	..	...	7,639	...	2,055	12,507	57	13	68	...
3,714	...	...	12,345	70	1,230	17,359	52	11	179	...
2,592	...	250	17,304	...	566	20,712	43	5	247	...
1,066	...	...	7,728	...	1,424	10,218	45	5	106	...
1,419	...	...	5,586	...	3,273	10,278	68	9	52	67
3,040	...	...	8,080	...	9,366	20,486	77	11	113	27
1,000	...	...	14,346	...	744	16,090	38	2	...	...
730	...	3,000	2,858	...	1,124	7,712	60	6	...	...
300	...	...	4,693	206	269	5,468	38	2	...	...
4,528	...	...	5,626	...	5,732	15,886	87	25	83	310
2,622	...	...	8,998	...	1,004	12,624	40	8	95	727
1,926	...	...	7,784	...	1,984	11,694	51	8	169	127
2,081	...	1,000	5,124	...	1,856	10,061	68	14	...	461
2,648	...	...	7,790	...	28	10,466	49	12	79	409
1,730	...	200	6,086	...	1,286	9,302	53	10	71	39
813	...	...	5,838	...	235	6,886	31	4	...	83
4,841	...	100	10,148	...	2,927	18,016	58	16	133	1,008
2,862	...	500	9,942	...	1,824	15,128	57	11	86	486
2,517	...	...	7,559	...	690	10,766	47	11	92	65

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided—contd.						
Ratnagiri—*concld.*						
A. P. Mission High School, Vengurla.	1	108	89	197	203	177
George English School, Vengurla.	1	92	87	179	181	168
A. S. Desai Topiwala High School, Malwan.	1	280	226	506	546	501
Bhandari Education Society's High School, Malvan.	1	95	120	215	219	195
Patwardhan High School, Ratnagiri.	1	133	186	319	322	297
Nasik—						
S. P. Mandal's New English School, Nasik.	1	338	314	652	694	642
N. E. Society's St. George's High School, Nasik.	1	106	102	208	213	192
Zoroastrian Boarding School, Deolali.	1	79	45	124	137	112
G. I. P. Indian High School, Manmad.	1	66	62	128	137	125
Poona—						
New English School, Poona ...	1	899	707	1,606	1,623	1,509
Nutan Marathi Vidyalaya High School, Poona.	1	956	954	1,910	1,956	1,830
M. E. Society's High School, Poona.	1	343	295	638	690	622
Shree Shivaji Maratha High School, Poona.	1	152	221	373	384	347
Sardar Dastur Hoshang Boys' High School, Poona.	1	78	71	149	154	140
Camp Education Society's High School, Poona.	1	273	351	624	633	557
M. E. Society's High School, Baramati.	1	111	183	294	299	265
Bharat High School, Poona ...	1	56	78	134	164	137
Vidya Prasarini Sabha's High School, Lonavla.	1	47	83	130	138	112
Saraswati Mandir Society's Poona English School, Poona.	1	115	148	263	276	253
Badria High School, Poona ...	1	35	43	78	85	74
Shri Gopal High School, Poona.	1	64	110	174	180	164
New School, Junnar ...	1	129	142	271	289	240

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,622	...	...	4,514	...	3,663	11,799	58	18	85	1,067
3,194	...	...	5,114	...	3,187	11,495	64	18	161	673
8,115	...	....	9,520	1,801	4,094	23,530	43	15	209	2,751
2,237	...	100	4,329	...	...	6,666	30	10	47	1,055
3,169	...	...	7,080	...	1,630	11,879	37	10	109	960
5,196	...	...	26,435	...	2,033	33,664	49	7	396	...
2,277	...	...	6,033	...	3,730	12,040	57	11	27	...
2,815	...	...	4,334	...	5,442	12,591	92	21	...	...
940	...	...	3,181	...	1,572	5,693	42	7	...	...
18,424	...	...	54,473	...	9,930	82,827	51	11	379	...
20,153	...	...	66,493	...	4,752	91,398	47	10	293	...
10,029	...	...	23,684	...	10,011	43,724	63	15	469	...
3,369	...	...	10,011	...	1,893	15,273	40	9	59	...
2,703	...	...	9,723	3,865	9,330	25,621	166	18	28	...
3,381	...	1,250	21,052	...	1,506	27,189	43	5	271	...
2,639	...	2,100	8,399	...	785	13,923	27	9	109	...
855	...	...	4,770	...	2,261	7,886	48	5	...	...
964	...	4,000	4,222	...	72	9,258	67	7	14	...
765	...	...	7,652	...	4,313	12,730	46	3	...	...
570	...	...	2,828	1,450	2,891	7,739	91	7	...	...
550	...	...	4,945	...	1,954	7,449	41	3	...	...
1,000	...	200	7,177	...	556	8,933	31	3	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided—contd.						
Poona—*concld.*						
Modern High School, Poona ...	1	229	203	432	452	427
Anglo-Gujarati High School, Poona.	1	63	...	63	65	60
B. E. Society's Central English School, Dhond.	1	48	122	170	185	166
Satara—						
New English School, Satara ...	1	479	346	825	854	793
Dravid High School, Wai ...	1	213	216	429	425	385
Parsi High School, Panchgani...	1	59	31	90	98	95
Darool Uloom Muslim High School, Panchgani.	1	31	5	36	38	36
Hindu High School, Panchgani.	1	45	56	101	91	82
Tilak High School, Karad ...	1	203	136	339	323	289
Sangli Education Society's High School, Tasgaon.	1	67	74	141	141	127
Samak's High School, Satara .	1	55	44	99	117	97
New Union English School, Islampur.	1	58	71	129	131	116
Sholapur—						
Haribhai Devakaran High School, Sholapur.	1	513	484	997	950	931
New High School, Sholapur ...	1	166	234	400	393	337
Ahmednagar—						
American Mission Boys' High School, Ahmednagar.	1	94	165	259	261	238
A. E. Society's High School, Ahmednagar.	1	499	526	1,025	1,040	957
St. Saviour's High School, Ahmednagar.	1	45	41	86	93	85
East Khandesh—						
A. B. High School, Chalisgaon .	1	118	122	240	231	200
New English School, Jalgaon ...	1	287	314	601	664	574
Erandol Education Society's High School, Erandol.	1	93	82	175	179	160
K. E. Society's Pratap High School, Amalner.	1	296	269	565	584	527
P. R. High School, Dharangaon.	1	65	74	139	147	129
New English School, Bhalod ...	1	104	104	208	225	203
Bhagirath English School, Jalgaon.	1	106	99	205	216	190
New English School, Chopda...	1	86	60	146	151	133
A. V. School, Thorgavan ...	1	60	66	126	127	120

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
800	...	...	21,127	...	1,853	23,780	53	2	...	...
200	...	...	1,739	...	2,464	4,403	67	3	...	...
1,111	...	...	4,412	...	1,393	6,916	37	6	41	...
8,594	...	...	28,692	...	4,129	41,415	48	10	174	...
3,474	...	360	13,916	1,622	3,807	23,179	55	8	120	94
1,625	...	...	11,476	...	8,987	22,088	225	16	...	...
1,100	...	...	2,038	...	13,091	16,229	427	29	...	...
850	...	...	7,166	...	1,055	9,071	10	9	...	...
1,570	...	1,000	11,929	...	2,213	16,712	52	5	...	...
1,260	...	1,200	3,997	...	...	6,457	46	9	30	...
415	...	...	2,237	....	2,431	5,083	43	4	...	...
200	...	1,500	3,751	...	1,091	6,542	50	1	...	...
9,195	...	500	38,573	40	4,728	53,036	56	10	195	...
370	...	300	12,082	...	846	13,598	35	1	...	...
3,829	...	...	5,551	...	10,203	19,583	75	15	34	...
8,408	...	...	30,934	...	2,710	42,052	40	8	683	25
1,337	...	...	2,399	...	3,345	7,081	76	14	102	...
2,359	...	1,200	7,407	...	3,469	14,435	62	10	34	...
3,461	...	...	21,053	...	967	25,481	38	5	101	...
1,585	...	700	6,326	...	...	8,611	48	9	30	...
3,953	...	1,200	20,304	...	3,572	29,029	50	7	153	...
982	...	...	4,156	...	1,981	7,119	48	7	92	...
840	...	...	7,529	...	711	9,080	40	4	...	...
1,274	...	...	6,313	...	1,882	9,469	44	6	54	...
400	...	2,000	4,736	856	506	8,498	56	3	...	...
835	...	...	4,192	...	835	5,862	46	7	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided—contd.						
West Khandesh—						
J. R. City High School, Dhulia.	1	314	344	658	681	631
Ahmedabad—						
Tutorial High School, Ahmedabad.	1	529	560	1,089	1,125	1,045
City High School, Ahmedabad.	1	395	431	826	876	803
J. L. New English School, Ahmedabad.	1	158	180	338	352	334
Anjuman-i-Islam High School, Ahmedabad.	1	51	116	167	157	151
I. P. Mission High School, Ahmedabad.	1	92	134	226	235	214
M. J. High School, Viramgam.	1	127	255	382	387	345
Sheth Hassanally High School, Dholka.	1	114	210	324	328	282
Modasa Education Society's High School, Modasa.	1	163	145	308	311	275
Model High School, Ahmedabad.	1	165	187	352	381	345
Fellowship High School, Ahmedabad.	1	253	299	552	596	539
Kaira—						
E. M. High School, Kaira ...	1	89	145	234	238	221
Jubilee Institution, Umreth	1	226	214	440	436	420
New English School, Nadiad...	1	251	288	539	539	517
Sansthan High School, Dakore.	1	205	182	387	413	368
Saraswati High School, Nadiad.	1	239	253	492	507	477
High School, Karamsad ...	1	123	171	294	319	299
Sharda High School, Anand ...	1	176	191	367	374	361
E. M. High School, Borsad ...	1	184	222	406	404	385
Coronation High School, Uttarsanda.	1	88	115	203	203	181
Our Own School, Nadiad ...	1	169	221	390	364	342
Panch Mahals—						
New High School, Godhra ...	1	202	255	457	493	444
New High School, Dohad ...	1	133	275	408	421	377
Ewbank A. V. School, Kalol...	1	64	111	175	176	160
Broach—						
Union High School, Broach ...	1	141	140	281	315	278
Pioneer High School, Broach...	1	227	277	504	521	444
Shri Narmada High School, Shukaltirth.	1	34	44	78	81	76

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
4,359	500	1,200	22,087	...	4,729	32,875	48	6	139	...
6,313	...	...	46,027	...	3,962	56,302	50	6	115	498
3,008	...	...	32,355	...	3,973	39,336	45	4	...	188
5,614	...	...	10,804	784	7,331	24,533	70	16	138	306
1,694	...	...	3,030	...	4,594	9,318	59	11	44	...
3,899	...	...	4,969	...	8,873	17,741	75	16	...	674
4,700	...	2,000	10,489	1,310	3,445	21,944	57	12	49	51
1,190	...	...	4,597	2,600	2,710	11,097	34	4	...	...
1,710	...	1,000	11,344	434	41	14,529	47	6	...	...
3,595	...	...	13,860	...	...	17,455	46	9	56	154
500	...	...	25,682	...	67	26,249	44	1	...	...
3,011	...	201	7,883	930	2,735	14,760	62	13	181	...
4,117	...	...	14,648	...	574	19,339	44	10	69	48
5,510	...	...	17,027	...	1,338	23,875	44	10	242	68
3,271	...	450	7,176	1,800	2,623	15,320	37	8	193	8
1,200	...	...	14,839	...	3,604	19,643	39	2	...	...
1,229	...	...	9,889	...	...	11,118	35	4	...	29
915	...	...	13,400	...	393	14,708	39	3	...	...
1,210	...	...	13,814	...	...	15,024	37	3	...	70
1,128	...	...	4,876	...	1,838	7,842	39	5	...	28
500	...	...	12,302	...	995	13,797	38	1	...	...
2,017	...	...	15,410	1,495	874	19,796	40	4	62	55
2,486	...	1,200	10,536	...	32	14,254	34	6	132	154
691	...	...	4,197	...	1,207	6,095	35	4	...	41
3,041	...	...	9,645	...	3,475	16,161	52	10	72	24
1,962	...	...	16,489	...	37	18,488	35	4	...	132
1,000	125	...	3,825	...	3,644	8,594	106	12	...	...

SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided—contd.						
Surat—						
I. P. Mission High School, Surat.	1	183	187	370	367	326
T. and T. V. Sarvajanik High School, Surat.	1	544	685	1,229	1,212	1,176
Union High School, Surat ...	1	278	354	632	676	617
Sir J. J. English School, Surat.	1	102	107	209	217	211
D. C. Umrigar Sarvajanik High School, Pardi.	1	181	36	217	221	196
M. E. M. Pipardiwala High School, Rander.	1	137	93	230	238	222
Bai Avabai High School, Bulsar	1	296	42	338	357	323
Mandvi Education Society's High School, Mandvi.	1	65	67	132	132	120
D. E. Italia Sarvajanik High School, Chikhli.	1	133	144	277	277	250
N. G. Jhaveri Jain High School, Surat.	1	304	...	304	311	286
Proprietary English School, Surat.	1	143	198	341	369	318
H. D. Sarvajanik High School, Amalsad.	1	131	133	264	278	221
High School, Kadod ...	1	64	90	154	163	141
Sarvajanik High School, Bulsar.	1	235	280	515	540	480
Vasant English School, Abrama.	1	53	115	168	170	143
Central Boarding School, Khadsupa.	1	50	96	146	149	130
Dharwar—						
Victoria High School, Dharwar.	1	152	114	266	270	238
Karnatak High School, Dharwar.	1	214	151	365	376	327
Raja Lakhamangouda Sardesai High School, Dharwar.	1	110	84	194	212	184
Basel Mission High School, Dharwar.	1	158	110	268	265	224
New English School, Hubli ...	1	243	255	498	545	482
Belgaum—						
Beynon Smith High School, Belgaum.	1	300	203	503	531	485
Gilganchi Artal High School, Belgaum.	1	214	132	346	354	300

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
4,632	...	...	10,262	...	7,083	21,977	51	13	64	468
13,132	...	...	50,298	...	2,953	66,383	55	11	270	112
5,934	...	...	25,244	...	...	31,178	47	9	34	...
3,063	...	...	1,277	2,920	9,241	16,501	76	14	113	....
2,147	280	...	7,898	...	1,668	11,993	54	10	38	109
2,952	...	...	4,944	6,554	...	14,450	62	13	27	...
4,513	...	...	14,674	1,949	40	21,176	62	13	87	328
1,870	500	...	5,340	...	3,057	10,767	82	14	...	...
1,835	280	...	9,270	...	...	11,385	41	7	...	45
1,220	...	...	13,723	...	3,905	18,848	60	4	...	...
1,318	...	...	12,728	...	325	14,371	42	4	...	48
669	215	...	6,351	...	744	7,979	29	2	31	8
619	185	...	3,999	...	1,530	6,333	39	4	...	9
500	...	...	14,674	398	...	15,572	29	1	...	...
700	110	...	5,016	...	656	6,482	39	4	...	...
1,000	150	...	3,468	...	3,029	7,647	51	7	...	...
3,158	...	...	7,333	500	4,209	15,200	56	12	58	...
2,419	...	...	13,794	...	2,272	18,485	49	6	129	...
3,599	...	...	7,424	...	3,994	15,017	71	17	89	...
2,817	...	...	7,704	...	3,037	13,558	51	11	17	...
4,908	...	150	16,707	...	1,652	23,417	45	9	58	...
8,039	...	...	21,490	...	8,392	37,921	38	15	339	...
3,888	...	...	12,403	...	3,959	20,250	57	11	133	...

SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided—concld.						
Belgaum—*concld.*						
B. K. Model English School, Belgaum.	1	117	142	259	263	232
K. R. E. Society's High School, Ainapur.	1	36	40	76	81	65
R. D. High School, Chikodi ...	1	95	95	190	190	171
Jadhavji Anandji High School, Athani.	1	91	88	179	186	160
Bijapur—						
Basweshwar High School, Bagalkot.	1	112	108	220	236	200
P. D. J. High School, Bijapur .	1	169	144	313	320	292
Shri Shiddheshwar High School, Bijapur.	1	155	138	293	309	276
Kanara—						
Hindu High School, Karwar ..	1	202	167	369	373	338
Edward High School, Ankola...	1	113	90	203	203	185
Gibb High School, Kumta ...	1	121	103	224	231	219
St. Thomas High School, Honavar.	1	88	94	182	189	166
Total ...	156	27,193	28,464	55,657	57,806	51,797
Recognised.						
Bombay—						
Bharda New High School, Fort.	1	988	451	1,439	1,510	1,407
M. K. Natha Bhatia High School, Fort.	1	197	151	348	365	333
J. N. Petit Parsi Orphanage, Lal Baug, Parel.	1	101	141	242	246	219
Aryan Education Society's High School, Girgaum.	1	277	419	696	732	630
Master's Tutorial High School for Boys, Gaumdevi.	1	256	179	435	498	429
Babu Pannalal Puranchand Jain High School, Pydhoni.	1	209	217	426	452	407
Marwadi Vidyalaya High School, Girgaum.	1	152	110	262	267	228
The Fellowship School, Gowalia Tank.	1	77	63	140	149	132
Ideal Education Society's Union High School, Khetwadi.	1	431	330	761	778	696

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
955	...	250	8,332	...	224	9,761	37	4	...	...
1,516	...	...	3,286	...	1,860	6,662	82	19	41	...
1,100	...	...	5,311	...	2,142	8,553	45	6	...	...
1,432	...	...	5,202	...	5,058	11,692	63	8	182	...
3,110	...	2,200	6,694	...	3,654	15,658	66	13	160	...
3,587	...	...	10,020	...	5,358	18,965	59	11	87	...
3,157	...	...	9,218	...	4,327	16,702	54	10	82	...
3,334	...	..	11,581	...	1,068	15,983	43	9	153	381
1,528	...	...	6,396	...	...	7,924	39	8	89	244
2,808	...	...	7,751	...	3,656	14,215	62	14	108	...
2,545	...	...	6,166	...	2,468	11,179	59	13	75	...
5,05,555	2,345	32,061	19,98,428	83,730	4,98,047	31,20,166	54	9	12,616	14,878
...	...	...	1,33,110	...	8,966	1,42,076	94	...	...	...
...	...	...	3,591	19,772	...	23,363	64	...	...	...
...	...	...	928	29,812	...	30,740	125	...	...	...
...	...	...	35,843	...	7,412	43,255	59	...	...	...
...	...	...	34,099	...	...	34,099	68	...	...	...
...	...	...	96	35,164	...	35,260	78	...	...	...
...	...	...	9,575	10,935	...	20,510	77	...	...	...
...	...	...	15,170	...	4,230	19,400	130	...	...	...
...	...	...	38,295	...	...	38,295	49	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
SECONDARY—*concld.*						
Recognised—concld.						
Bombay—*concld.*						
New Era School, Huges Road...	1	128	155	283	274	263
Modern School, Girgaum ...	1	78	106	184	185	169
Bombay Suburban District—						
Parle Tilak Vidyalaya, Vile Parle.	1	140	206	346	349	323
Shreemati Goklibai P. P. High School, Vile Parle.	1	102	180	282	276	243
Thana—						
Aryan Education Society's High School, Palghar.	1	57	66	123	120	99
Nasik—						
New Parsi Boarding School, Nasik.	1	67	47	114	117	115
Poona—						
Shri Shivaji Preparatory Military School, Poona.	1	53	18	71	72	66
M. E. Society's High School, Deccan Gymkhana, Poona 4.	1	128	164	292	285	262
East Khandesh—						
Seth Lalji Naranji Sarvajanic High School, Jalgaon.	1	99	75	174	177	154
Ahmedabad—						
New High School, Ahmedabad.	1	745	694	1,439	1,536	1,441
Total ...	19	4,285	3,772	8,057	8,388	7,616
Total, Secondary High Schools.	215	38,176	37,465	75,641	77,728	70,465

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	29,587	...	...	29,587	108	...	...	...
...	...	...	10,209	...	7,824	18,033	97	...	...	...
...	...	...	15,647	...	...	15,647	45	...	...	...
...	...	...	12,865	...	7,361	20,226	73	...	...	...
...	...	...	5,170	...	...	5,170	43	...	...	...
...	...	...	7,839	...	9,430	17,269	148	...	...	...
...	...	...	51,665	...	24,000	75,665	1,051	...	...	...
...	...	...	10,083	...	5,581	15,664	55	...	...	...
...	...	...	5,400	...	2,092	7,492	42	...	...	...
...	...	...	62,661	...	895	63,556	41	...	...	232
...	...	...	4,81,833	95,683	77,791	6,55,307	78	...	...	232
10,78,500	2,345	1,16,714	28,91,168	1,88,610	5,81,034	48,53,371	62	14	13,936	25,140

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
EUROPEAN SCHOOLS.						
Aided.						
Bombay—						
Cathedral Boys' High School, Fort, Bombay.	1	69	245	314	292	268
Christ Church High School, Byculla.	1	41	284	325	297	259
St. Mary's High School, Mazgaon.	1	47	451	498	492	461
Nasik—						
Barnes Boys' High School, Deolali.	1	17	146	163	137	124
Poona—						
Bishop's High School, Poona...	1	22	116	138	140	130
Satara—						
European Boys' High School, Panchgani.	1	15	79	94	85	84
Total ...	6	211	1,321	1,532	1,443	1,326
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay—						
St. Xavier's High School, Bombay.	1	232	1,030	1,262	1,290	1,243
St. Sebastian Goan High School, Girgaum.	1	50	399	449	471	426
Don Bosco High School, Tardeo.	1	25	258	283	269	265
Antonio DeSouza's High School, Byculla.	1	106	807	913	932	855
St. Mary's High School, Mazgaon.	1	60	453	513	529	482
St. Joseph's High School, Umarkhadi.	1	26	327	353	378	329
Antonio DaSilva High School, Dadar.	1	63	741	804	815	774
St. Michael's High School, Mahim.	1	47	371	418	410	377
Bombay Suburban District—						
St. Andrew's High School, Bandra.	1	85	552	637	647	593
St. Stanislaus Institution, Bandra.	1	110	791	901	916	878
Thana—						
St. John The Baptist High School, Thana.	1	6	202	208	212	196
Poona—						
St. Vincent's High School, Poona.	1	62	478	540	543	512

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
37,570	...	...	48,462	6,349	237	92,618	317	129	...	...
20,198	...	...	28,857	...	...	49,055	165	68	189	1,200
23,682	...	...	23,050	...	2,847	49,579	101	48	259	4,920
16,085	...	...	21,772	...	283	38,140	278	117	162	...
13,863	...	1,200	19,986	517	50	35,616	254	99	80	240
11,305	...	...	17,720	...	1,864	30,889	363	133	188	...
1,22,703	...	1,200	1,59,847	6,866	5,281	2,95,897	203	86	873	6,360
22,270	...	...	67,748	...	15,028	1,05,046	81	17	300	...
2,660	...	...	24,107	...	3,367	30,074	64	6	...	...
9,650	...	...	12,981	...	6,760	22,391	83	10	...	..
10,156	...	...	41,108	...	1,008	52,272	56	11	156	...
4,021	...	...	26,166	...	5,589	35,776	68	8	91	...
2,265	...	...	20,857	5	4,749	27,876	74	6	95	...
10,262	...	...	38,307	...	5,460	54,029	66	13	262	...
5,639	...	...	14,475	...	4,956	25,120	61	14	49	...
8,822	...	...	33,715	...	1,264	43,801	68	14	122	...
10,191	...	...	42,630	...	9,883	62,704	68	11	143	48
1,450	...	...	7,322	...	695	9,467	45	7	...	...
9,445	...	1,200	22,726	...	5,914	39,287	72	17	141	504

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*concld.*						
ENGLISH-TEACHING SCHOOLS—*concld.*						
Aided—concld.						
Poona—*concld.*						
Ornella's High School, Poona	1	24	282	306	305	274
Belgaum—						
St. Paul's High School, Belgaum.	1	46	416	462	463	438
Dharwar—						
St. Mary's High School, Hubli.	1	20	162	182	181	174
Total ...	15	962	7,269	8,231	8,361	7,816
Recognised.						
Bombay—						
Sir Jacob Sassoon Free High School, Byculla.	1	16	309	325	340	316
Total, English-teaching High Schools.	16	978	7,578	8,556	8,701	8,132
Grand Total of all High Schools.	237	39,365	46,364	85,729	87,872	79,923
MIDDLE SCHOOLS.						
SECONDARY.						
Government.						
Nasik—						
Anglo-Urdu Middle School, Nasik.	1	...	79	79	78	73
Sholapur—						
Anglo-Urdu Middle School, Sholapur.	1	25	61	86	89	84
Ahmedabad—						
Government Middle School, Ahmedabad.	1	...	185	185	184	175
Total ...	3	25	325	350	351	332

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,897	...	...	11,387	...	79	14,363	47	9	77	...
5,160	...	...	18,739	...	35	23,934	52	11	...	...
2,892	...	150	7,164	...	4,414	14,620	81	16	152	60
1,00,770	...	1,350	3,89,434	5	69,201	5,60,760	67	12	1,588	612
...	...	...	...	23,579	1,740	25,319	74	...	...	...
1,00,770	...	1,350	3,89,434	23,584	70,941	5,86,079	67	12	1,588	612
13,01,973	2,345	1,19,264	34,40,449	2,14,060	6,57,256	57,35,347	65	15	16,402	32,112
3,679	...	...	1,917	...	...	5,596	72	47	...	...
3,688	...	...	2,454	...	10	6,152	69	41	...	...
15,707	...	...	4,599	...	12	20,318	110	85	...	707
23,074	...	...	8,970	...	22	32,066	91	66	...	707

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Municipal.						
Bombay Suburban District—						
Anglo-Vernacular School, Bandra.	1	30	156	186	194	175
Anglo-Vernacular School, Kurla.	1	41	143	184	184	172
Nasik—						
Anglo-Urdu School, Malegaon	1	33	93	126	125	112
Municipal A.-V. School, Igatpuri.	1	...	115	115	109	95
Poona—						
A.-V. School, Yeravda ...	1	10	56	66	71	62
East Khandesh—						
Municipal A.-V. School, Faizpur.	1	44	104	148	149	138
Municipal A.-V. School, Savada.	1	36	84	120	113	101
West Khandesh—						
Municipal A.-V. School, Shirpur.	1	32	91	123	125	116
Municipal New English School, Shahada.	1	25	79	104	105	98
Ahmedabad—						
Municipal A.-V. School, Sanand.	1	4	70	74	72	58
Dharwar—						
A.-V. School, Nargund ...	1	...	41	41	40	37
A.-V. School, Byadgi ...	1	7	43	50	52	470
Belgaum—						
Jackson English School, Bailhongal.	1	17	44	61	65	61
Bijapur—						
A.-V. School, Guledgud ...	1	38	69	107	111	104
Total ...	14	317	1,188	1,505	1,515	1,376

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Free and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,221	...	3,033	4,394	...	200	8,848	46	6	31	...
500	...	6,412	3,898	...	...	10,810	59	3	...	...
930	...	3,546	2,182	...	...	6,658	53	7	105	...
300	...	...	2,014	...	242	2,556	23	3	...	...
350	...	3,212	942	...	...	4,504	63	5	...	...
800	...	1,198	3,458	...	...	5,456	37	5	...	...
265	...	1,897	2,552	...	...	4,714	42	2	...	...
824	...	1,948	2,441	...	...	5,213	42	5	24	...
280	...	1,296	2,579	...	...	4,155	40	3	...	...
...	...	1,010	1,286	...	...	2,296	32	...	...	...
145	...	47	604	...	...	796	20	4	...	...
560	...	1,257	1,037	...	...	2,854	55	11	...	...
575	...	246	1,683	...	...	2,504	39	9	...	...
995	...	1,468	2,263	...	...	4,726	41	9	...	...
7,745	...	26,570	31,333	...	442	66,090	44	5	160	...

SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided.						
Bombay—						
Proprietary and Fort High School, Chandanwadi.	1	39	87	126	127	112
Prabhu Seminary, Thakurdwar.	1	30	151	181	181	165
F. N. Patel A.-V. School, Khetwadi.	1	....	114	114	111	96
Nanavati English School, Pydhownie.	1	...	104	104	115	89
Gokuldas Tejpal Seminary A.-V. School, Vadgadi.	1	...	92	92	97	87
Anjuman-i-Islam Haji Ahmed H. A. School, Sandhurst Road, East.	1	21	105	126	126	118
Bazargate A.-V. School, Fort ...	1	147	274	421	419	365
Khojakhan Mahomed Habibhai A.-V. School, Mandvi.	1	50	208	258	278	255
Dadar Middle School, Dadar ...	1	63	155	218	211	180
Bombay Suburban District—						
Ramji Asar English School, Ghatkopar.	1	74	152	226	209	190
Anglo-Vernacular School, Malad.	1	21	96	117	118	106
Thana—						
Bai Hirabai J. N. Tata Middle School, Nargol.	1	...	91	91	88	81
G. E. Institute's K. G. English School, Agashi.	1	53	86	139	134	120
Nava Parasharam Ram Narayan English School, Bhivandi.	1	9	61	70	71	66
Kolaba—						
K. E. Society's A.-V. School, Revdanda.	1	41	88	129	92	85
Ratnagiri—						
Shriram English School, Deogad.	1	31	72	103	102	91
Tutorial English School, Shiroda.	1	61	117	178	183	167
Guhagar English School, Guhagar.	1	14	55	69	69	64
New English School, Achra ...	1	35	91	126	133	113

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and Ward grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,000	...	...	5,427	...	2,100	8,527	67	8	...	...
1,295	...	...	7,010	161	1,243	9,709	54	7	55	...
1,055	...	...	3,427	1,272	766	6,520	59	10	...	...
950	...	...	3,505	...	1,278	5,743	50	8	...	...
1,000	...	...	2,580	893	971	5,444	56	10	...	...
1,100	...	...	3,797	...	792	5,689	45	9	...	...
1,000	...	...	18,869	...	...	19,869	47	2	...	...
2,905	...	...	154	...	11,287	14,346	52	10	...	...
300	...	...	4,853	...	2,624	7,777	37	1	...	...
1,165	...	2,500	8,263	...	780	12,708	61	6	...	...
275	...	...	3,259	...	...	3,534	30	2	...	...
1,692	...	...	2,044	83	1,014	4,833	55	19	...	55
500	...	...	4,542	15	299	5,356	40	4	...	...
...	...	1,000	1,675	...	277	2,952	42	...	...	...
1,176	...	...	3,403	...	448	5,027	55	13	17	64
1,227	...	...	2,349	...	1,587	5,163	51	12	27	155
1,391	...	...	3,753	...	...	5,144	28	8	48	143
740	...	...	1,912	212	175	3,039	44	11	...	40
1,580	100	...	2,300	...	1,792	5,772	43	12	...	470

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided—contd.						
Ratnagiri—concld.						
Makhjan English School, Makhjan.	1	29	96	125	132	111
New English School, Ratnagiri.	1	34	152	186	190	171
New English School, Jaitapur.	1	...	49	49	50	49
Waradkar English School, Katta Pendur.	1	17	59	76	78	69
New English School, Deorukh.	1	36	76	112	112	104
Laxmanshet Patne English School, Khed.	1	...	70	70	72	61
Ranade Middle School, Chiplun.	1	...	86	86	87	75
Anglo-Vernacular School, Kankavli.	1	20	84	104	98	77
Saitavda English School, Saitavda.	1	...	35	35	33	31
Nasik—						
S. P. Mandal's Anglo-Vernacular School, Nandgaon.	1	23	77	100	94	88
S. P. Mandal's New English School, Sinnar.	1	35	63	98	106	93
Maratha Vidya Prasarak Samaj A.-V. School, Nasik.	1	48	78	126	118	87
Poona—						
Rasta Peth Education Society's A.-V. School, Poona.	1	35	97	132	137	111
Alegaonkar's A.-V. School, Kirkee.	1	39	121	160	169	143
M. E. Society's A.-V. School, Saswad.	1	38	68	106	108	92
Union English School, Manchar.	1	...	49	49	47	37
Bunter-Bernard Memorial A.-V. School, Hadapsar.	1	...	37	37	39	29
A. M. A.-V. School, Sirur ...	1	...	33	33	32	28
Satara—						
Sangli Education Society's A.-V. School, Ashta.	1	...	31	31	31	29
Maharashtra A.-V. School, Karad.	1	23	75	98	94	85
Sholapur—						
Private A.-V. School, Pandharpur.	1	71	124	195	180	169
New English School, Barsi ...	1	60	88	148	145	132
Ahmednagar—						
Shriman Gokulchandaji Vidyalaya, Kopargaon.	1	10	46	56	59	52

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
563	...	...	2,695	...	94	3,352	25	4	...	23
1,035	...	...	5,221	...	357	6,613	35	5	75	230
280	...	...	526	...	923	1,729	35	6	...	...
989	...	...	777	...	864	2,630	34	13	...	709
730	...	...	2,702	...	579	4,011	36	7	...	290
150	...	...	1,425	...	...	1,575	22	2	...	...
440	...	300	1,159	...	...	1,899	22	5	...	40
846	...	...	1,766	...	164	2,776	28	9	...	396
33	...	...	959	...	251	1,243	38	1	...	33
475	...	1,500	2,569	...	349	4,893	52	5	...	...
580	...	1,500	2,978	...	702	5,760	54	5	...	...
270	...	...	2,937	...	2,744	5,951	50	2	...	...
970	...	...	2,560	...	2,906	6,436	47	7	...	...
440	...	...	3,855	...	903	5,198	31	3	...	...
840	...	700	2,651	...	1,128	5,319	49	8	...	...
470	...	...	974	...	846	2,290	49	10	...	...
200	...	...	315	...	1,113	1,628	42	5	...	...
150	...	...	...	...	1,577	1,727	54	5	...	...
...	...	500	438	...	161	1,099	35	...	...	...
...	...	1,000	1,883	...	203	3,086	33	...	...	...
1,087	...	...	4,934	...	271	6,292	35	6	7	...
300	...	...	3,430	...	8	3,738	26	2	...	...
...	100	...	1,528	...	101	1,729	29	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided—contd.						
East Khandesh—						
New English School, Jamner...	1	6	48	54	56	46
Nagarik Education Society's A.-V. School, Parola.	1	14	53	67	67	60
Sanskritangla Pathashala A.-V. School, Raver.	1	22	82	104	92	78
West Khandesh—						
Swoddharak Vidyarthi Sanstha's A.-V. School, Dondaicha.	1	...	68	68	65	59
Ahmedabad—						
Mrs. Whittle A.-V. School, Ranpur.	1	16	84	100	103	96
Surajmalji English School, Patdi.	1	17	80	97	96	89
Shri Saraswati A.-V. School, Saraspur.	1	12	63	75	67	61
Thakar's A.-V. School, Pritamnagar.	1	38	137	175	180	160
Kaira—						
J. M. Desai English School, Thasra.	1	26	108	134	131	121
A.-V. School, Mahudha ...	1	16	63	79	74	70
A.-V. School, Bhalej ...	1	...	67	67	68	64
K. M. Vakil A.-V. School, Kathlal.	1	16	73	89	90	88
B. M. Patel English School, Narsanda.	1	...	52	52	51	47
A.-V. School, Ode ...	1	33	112	145	144	135
English School, Anklav ...	1	...	59	59	58	49
New English School, Napad ...	1	...	45	45	43	43
Panch Mahals—						
New English School, Shehera .	1	...	30	30	28	26
New English School, Halol ...	1	48	131	179	181	165
Broach—						
Vidya Vardhak A.-V. School, Hansot.	1	33	49	82	81	76
Edward English School, Amod .	1	47	89	136	136	125
A.-V. School, Palej ...	1	15	88	103	95	93
Surat—						
A.-V. School, Degam ...	1	...	27	27	27	24
J. F. Sarvajanik A.-V. School, Pardi.	1	...	142	142	144	131
Vyas Harnarayan A.-V. School, Bardoli.	1	38	69	107	106	92

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
460	...	...	938	696	674	2,768	49	8	...	...
...	...	1,000	1,514	...	...	2,514	38	...	...	...
...	...	1,000	2,168	...	331	3,499	38	...	...	...
50	...	...	1,100	...	...	1,150	18	1	...	...
620	...	...	1,833	....	470	2,923	28	5	...	10
564	...	...	1,747	...	959	3,270	32	6	...	9
100	...	...	1,624	...	1,389	3,113	47	1	...	...
250	...	...	5,886	...	...	6,136	34	1	...	...
778	...	...	3,322	...	...	4,100	31	6	28	...
400	...	...	1,879	...	...	2,279	31	5	...	...
350	...	...	1,333	...	...	1,683	25	5	...	...
285	...	...	2,612	...	...	2,897	32	3	...	...
165	...	...	846	1	769	1,781	35	3	...	...
340	...	...	3,166	...	388	3,894	27	2	...	...
80	...	...	1,039	...	...	1,119	19	1	...	...
100	...	...	1,000	...	...	1,100	25	2	...	...
156	...	...	526	64	357	1,103	39	6	...	21
468	...	...	3,917	...	379	4,764	26	3	...	73
650	100	...	2,642	...	92	3,484	43	8	...	...
1,090	150	...	3,581	166	581	5,568	41	8	...	40
110	...	...	2,012	...	1,030	3,152	33	1	...	10
24	115	...	481	...	69	689	25	1	...	24
879	...	...	2,905	...	1,513	5,297	36	6	14	...
660	150	...	2,616	...	169	3,595	34	6	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided—contd.						
Surat—*concld.*						
Kassimbhai A.-V. School, Jalalpore.	1	...	43	43	39	34
Sheth R. J. J. A.-V. School, Bulsar.	1	...	392	392	378	341
Sarvajanik A.-V. School, Katargam.	1	17	64	81	81	75
A.-V. School, Bodhan ...	1	...	37	37	39	33
Sarvajanik Middle School, Haripura, Surat.	1	143	386	529	538	509
Jamnabai A.-V. School, Dihen .	1	18	42	60	63	58
Jain A.-V. School, Bagwada ...	1	28	65	93	92	80
M. F. D. A.-V. School, Tadkeshwar.	1	...	47	47	55	46
V. M. N. Fozdar Sarvajanik A.-V. School, Kaliawadi.	1	...	39	39	40	37
Dharwar—						
St. John A.-V. School, Gadag...	1	...	39	39	39	33
Tukaramrao Chavan High School, Gadag.	1	69	82	151	142	131
Durgad A.-V. School, Havasbhavi.	1	37	37	74	81	65
Muslim English School, Hubli.	1	...	60	60	62	51
Belgaum—						
New English School, Thalakwadi.	1	30	102	132	123	118
S. D. L. A.-V. School, Sankeshwar.	1	15	23	38	38	33
Bijapur—						
A.-V. School, Hungund ...	1	16	37	53	55	48
Kanara—						
P. E. School, Sadashivgad ...	1	29	84	113	111	104
A.-V. School, Bankikodla ...	1	...	38	38	38	33
Islamia Anglo-Urdu School, Bhatkal.	1	6	42	48	47	46
New English School, Baad ...	1	10	74	84	87	78
Bhadrakali A.-V. School, Gokarn	1	...	33	33	31	28
Total ...	87	2,022	7,478	9,500	9,437	8,352

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
435	115	...	660	335	161	1,706	44	11	...	45
2,034	...	...	7,386	726	874	10,970	29	5	7	47
881	75	...	2,552	161	389	4,058	50	11	...	31
340	115	...	671	...	372	1,498	38	9	...	...
930	...	...	16,848	...	528	18,306	34	2	...	...
340	75	...	1,975	665	278	3,333	53	5	...	...
315	...	...	2,243	...	586	3,144	34	3	...	...
280	...	...	824	954	179	2,237	41	5	...	...
170	...	...	886	...	876	1,932	48	4	...	...
520	...	...	560	...	1,997	3,077	51	13	...	...
700	...	500	4,125	5	300	5,630	40	5	...	...
910	...	...	2,041	701	25	3,677	45	11	...	...
120	...	...	1,066	...	804	1,990	30	11	...	...
250	...	200	2,680	...	88	3,218	26	2	...	...
300	...	...	1,033	...	...	1,333	35	8	...	...
790	150	325	1,341	...	595	3,201	58	14	...	...
1,117	...	...	2,368	...	81	3,566	32	10	35	377
280	...	...	927	...	119	1,326	35	7	...	...
791	...	250	271	...	2,497	3,809	81	17	...	11
1,292	...	...	1,284	28	...	2,604	30	15	...	767
100	...	12	487	...	219	818	26	3	...	...
52,683	1,245	12,287	2,34,269	7,138	63,815	3,71,437	39	6	313	4,113

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Recognised.						
Bombay—						
J. D. Charity A.-V. School, Lamington Road.	1	16	94	110	118	103
H. H. The Agakhan's I. K. Central Free A.-V. School, Sandhurst Road, East.	1	...	109	109	118	96
Shri Cutchi Vishava Oswal Jain Pathashala A.-V. School, Pala Galli.	1	...	80	80	117	98
Cumoo Yakub A.-V. Arabic Free School, Memonwada.	1	...	59	59	79	61
Central English School, Mahomedali Road.	1	...	71	71	76	69
South Indian Education Society's English School, Matunga.	1	42	118	160	162	151
Mumabai A.-V. School, Chinchpokli.	1	...	38	38	39	33
Esplanade Middle School, Pydhonie.	1	36	203	239	239	211
Ideal English School, C. P. Tank.	1	22	142	164	161	151
Bombay Suburban District—						
Anglo-Vernacular School, Borivli.	1	...	41	41	44	39
Aryan Education Society's English School, Khar.	1	37	73	110	100	90
Thana—						
G. E. I.'s B. C. Anglo-Vernacular School, Bhayandar.	1	...	30	30	30	26
P. E. Society's Nawpada Middle School, Nawapada, Thana.	1	...	46	46	44	43
Kolaba—						
Fujundar Anglo-Urdu Middle School, Vahoor.	1	...	26	26	24	17
Ratnagiri—						
Paisa Fund A.-V. School, Sangameshvar.	1	...	38	38	37	31
Nasik—						
Purushottam English School, Nasik Road.	1	15	81	96	107	90
A.-V. Jain Boarding School, Chandor.	1	8	39	47	46	41

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	4,128	...	4,128	35	...	...	...
...	...	...	...	...	6,123	6,123	52	...	...	...
...	...	...	54	...	2,362	2,416	21	...	...	...
...	...	...	23	4,169	...	4,192	53	...	...	...
...	...	...	4,768	...	895	5,663	75	...	...	...
...	...	...	8,301	...	2,310	10,611	66	...	...	...
...	...	...	...	...	2,018	2,018	52	...	...	...
...	...	...	10,368	...	319	10,687	45	...	...	...
...	...	...	5,294	...	...	5,294	33	...	...	...
...	...	...	801	...	1,142	1,943	44	...	...	...
...	...	...	4,691	...	1,592	6,283	63	...	...	...
...	...	...	906	...	196	1,102	37	...	...	...
...	...	...	949	...	521	1,470	33	...	...	...
...	...	...	512	...	898	1,410	59	...	...	...
...	...	...	691	...	596	1,287	35	...	...	...
...	...	...	..	...	1,799	1,799	17	...	...	...
...	...	...	303	1,630	...	1,933	42	...	...	...

SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Recognised—contd.						
Satara—						
New English School, Shirala ...	1	...	35	35	35	31
Popular English School, Satara.	1	14	50	64	66	56
Sholapur—						
Shri Aillak Pannalal Digambar Jain Pathashala's A.-V. School, Sholapur.	1	25	73	98	107	95
Ahmednagar—						
A.-V. School, Harigaon ...	1	...	24	24	23	21
Rahuri Education Society's A.-V. School, Rahuri.	1	...	44	44	45	39
East Khandesh—						
Pachora Taluka Co-operative Education Society's A.-V. School, Pachora.	1	13	52	65	63	51
New English School, Bhusaval.	1	10	62	72	73	66
Ahmedabad—						
Virchand Dipchand A.-V. School, Godhavi.	1	18	77	95	84	70
B. P. Jain A.-V. School, Ahmedabad.	1	27	151	178	180	165
Kaira—						
Umreth Education Society's A.-V. School, Umreth.	1	20	120	140	144	136
Panch Mahals—						
A.-V. School, Jhalod ...	1	...	12	12	15	12
Surat—						
Shri Ratnasagarji Jain A.-V. School, Surat.	1	...	76	76	78	79
Shri Gnyanprasarak A.-V. School, Mandir.	1	8	32	40	40	33
Late Haji Kasam Mahomed A.-V. School, Rander.	1	...	44	44	43	38
A.-V. School, Untadi ...	1	...	27	27	28	25

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	839	...	375	1,214	35	...	...	...
...	...	...	1,542	...	1,139	2,681	41	...	...	...
...	...	...	1,999	...	3,411	5,410	51	...	...	...
...	...	...	234	...	791	1,025	45	...	...	...
...	...	...	669	...	579	1,248	28	...	...	...
...	...	...	841	...	1,298	2,139	34	...	...	...
...	...	...	1,790	...	2,937	4,727	65	...	...	...
...	...	...	...	...	1,781	1,781	21	...	...	...
...	...	...	...	...	4,743	4,743	26	...	...	...
...	...	...	3,672	...	1,636	5,308	37	...	...	...
...	...	...	323	...	457	780	52	...	...	...
...	...	...	...	39	2,132	2,171	28	...	...	...
...	...	...	792	149	250	1,191	30	...	...	...
...	...	...	...	...	959	959	22	...	...	...
...	...	...	599	15	307	921	33	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Recognised—concld.						
Dharwar—						
K. E. Board's A. V. School, Malmaddi, Dharwar.	1	32	104	136	93	87
Total ...	33	343	2,271	2,614	2,658	2,349
Total, Secondary Middle Schools.	137	2,707	11,262	13,969	13,961	12,409
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS.						
District Local Board.						
Bombay Suburban District—						
English Class attached to the Primary School, (Marathi) Chembur.	1	...	46	46	45	35
Do. (Marathi) Andheri.	1	...	83	83	81	65
Thana—						
English Class attached to the Primary School (Marathi), Murbad.	1	...	25	25	25	20
Do. Tarkhad ...	1	...	32	32	39	31
Do. Dombivli ...	1	...	60	60	67	56
Kolaba—						
English Class attached to the Primary (Marathi) School, Tale.	1	...	25	25	24	21
Do. Palaspa ...	1	...	19	19	20	19
Do. Nagaon ...	1	...	21	21	21	19
Do. Karjat ...	1	...	7	7	9	8
Do. Neral ...	1	...	34	34	29	26
Do. (Urdu) Morba ...	1	...	28	28	29	22

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	1,772	842	205	2,819	30	...	...	...
...	...	...	52,733	10,972	43,771	1,07,476	40	...	...	...
83,502	1,245	38,857	3,27,305	18,110	1,08,050	5,77,069	41	6	473	4,820
...	...	...	774	...	...	774	17	...	...	...
...	...	...	1,160	...	...	1,160	14	...	...	...
369	...	...	175	...	...	544	22	15	...	...
...	...	...	502	...	14	516	13	...	...	...
...	...	...	558	...	...	558	8	...	...	...
331	...	...	434	...	305	1,070	45	14	...	...
...	...	...	325	...	...	325	16	...	...	...
...	...	...	367	...	40	407	19	...	...	...
...	...	...	184	...	213	397	44	...	...	...
...	...	...	370	...	...	370	13	...	...	...
...	...	...	378	...	...	378	13	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
District Local Board—contd.						
Ratnagiri—						
English Class attached to the Primary School (Marathi), Bhirwada.	1	...	28	28	26	21
Do. (Urdu), Phurus ...	1	...	24	24	23	23
Do. (Marathi) School, Kondkadamrao.	1	...	25	25	26	23
Do. (Marathi), Malgund.	1	...	18	18	20	17
Satara—						
English Class attached to the Primary School (Marathi) Koregaon.	1	...	68	68	66	60
Do. Rahimatpur...	1	...	34	34	33	31
Do. Vita ...	1	...	35	35	35	31
Do. Mahableshwar.	1	...	22	22	20	18
Sholapur—						
English Class attached to the Primary School (Marathi) Vairag.	1	...	20	20	20	17
Do. Karmala ...	1	...	37	37	38	33
Do. Akluj ...	1	...	19	19	21	18
Do. Kurduwadi ...	1	...	27	27	31	28
Do. Sangola ...	1	...	21	21	20	17
Do. Malshiras ...	1	...	30	30	30	27
Do. Karkamb ...	1	...	26	26	26	24
Do. Natepute ...	1	...	19	19	18	17
Do. Valsang ...	1	...	19	19	19	17
Do. Madha ...	1	...	22	22	17	17
Ahmednagar—						
English Class attached to the Primary School (Marathi) Parner.	1	...	34	34	34	31
East Khandesh—						
English Class attached to the Primary School (Marathi) Bamnod.	1	...	42	42	38	38
Do. Atraval ...	1	...	22	22	22	21
Do. Adavad ...	1	...	20	20	18	18
Do. Shendurni ...	1	...	34	34	34	30

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
568	...	...	68	...	115	751	29	22	...	294
...	...	...	...	...	425	425	15	...	...	...
...	...	...	413	...	63	476	18	...	...	...
...	...	...	365	...	19	384	19	...	...	...
...	399	...	1,104	...	8	1,511	23	...	...	...
...	...	250	553	...	4	807	24	...	...	...
...	...	200	596	...	...	796	23	...	...	...
...	...	...	372	...	765	1,137	57	...	...	...
545	257	...	382	25	...	1,209	60	27	...	...
...	...	...	625	...	...	625	16	...	...	...
...	24	...	384	19	...	427	20	...	...	...
...	156	...	593	19	...	768	25	...	...	...
...	237	...	308	19	...	564	28	...	...	...
...	...	...	437	...	...	437	15	...	...	...
...	...	...	392	...	...	392	15	...	...	...
...	90	...	344	19	...	453	25	...	...	...
...	33	...	339	19	...	391	21	...	...	...
...	234	...	289	19	...	542	32	...	...	...
250	792	...	399	..	...	1,441	42	7	...	...
...	229	...	528	...	...	757	20	...	...	...
...	393	...	277	...	...	670	30	...	...	...
...	324	...	258	...	...	582	32	...	...	...
...	727	...	571	...	...	1,298	38	...	...	...

LIBRARY

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
District Local Board—contd.						
East Khandesh—*concld.*						
English Class attached to the Primary School (Marathi) Bhadgaon.	1	...	27	27	26	23
Do. Chahardi ...	1	...	21	21	15	13
Do. Edalabad ...	1	...	31	31	30	27
Do. Bodwad ...	1	...	37	37	35	32
Do. Nasirabad ...	1	...	41	41	40	36
Do. Varangaon ...	1	...	22	22	20	19
Do. Chinaval ...	1	...	29	29	29	27
English Class attached to the Primary School (Urdu) Nasirabad.	1	...	29	29	28	23
Do. Yaval ...	1	...	17	17	17	13
Do. Chalisgaon ...	1	...	13	13	14	10
Do. Dharangaon ...	1	...	13	13	14	10
West Khandesh—						
English Class attached to the Primary School (Marathi) Nawapur.	1	...	42	42	46	38
Do. Sindkheda ...	1	...	30	30	29	24
Do. Pimpalner ...	1	...	31	31	29	27
Do. Taloda ...	1	...	61	61	60	52
Ahmedabad—						
English Class attached to the Primary School (Gujarathi) Bavla.	1	...	63	63	66	61
Do. Dholera ...	1	...	48	48	53	45
Do. Ashlali ...	1	...	41	41	38	36
Do. Unwarsad ...	1	...	19	19	21	20
Do. Harsol ...	1	...	24	24	24	22
Do. Bareja ...	1	...	18	18	22	20
Do. Adval ...	1	...	24	24	30	27
Do. Sarkhej ...	1	...	33	33	30	26
Do. Kubadthal ...	1	...	20	20	19	16
Do. Vehelal ...	1	...	15	15	25	23
Do. Bhuvaladi ...	1	...	20	20	20	14
Do. Vasnakelia ...	1	...	18	18	17	15
Do. Chaloda ...	1	...	26	26	26	24
Do. Kherwa ...	1	...	24	24	21	20
Do. Naroda ...	1	...	17	17	21	18
Do. Gogho ...	1	...	20	20	19	17
Do. Polarpur ...	1	...	20	20	14	17

FORM No. 2—*contd.*

Expenditure (Direct)..							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	354	...	405	...	...	759	29	...	...	...
...	553	...	210	...	...	763	51	...	...	...
...	259	...	430	...	...	689	23	...	...	...
...	72	...	460	...	...	532	15	...	...	...
...	111	...	552	...	...	663	17	...	...	...
...	351	...	316	...	...	667	33	...	...	...
...	359	...	428	...	...	787	27	...	...	...
381	59	...	367	...	...	807	29	14	...	...
...	809	...	214	...	...	1,023	60	...	...	...
...	342	...	151	...	...	493	35	...	...	...
...	342	...	204	...	...	546	39	...	...	...
...	...	...	617	...	...	617	13	...	...	...
...	78	...	481	...	...	559	19	...	...	...
...	...	...	441	...	...	441	15	...	...	...
...	...	...	680	...	...	680	11	...	...	...
...	...	...	805	...	...	805	12	...	...	...
...	...	...	509	...	242	751	14	...	...	...
...	...	...	382	...	...	382	10	...	...	...
...	...	...	324	...	...	324	15	...	...	...
...	...	...	352	...	...	352	15	...	...	...
...	...	...	339	...	...	339	15	...	...	...
...	...	...	353	...	...	353	12	...	...	...
...	...	...	362	...	...	362	12	...	...	...
5	...	...	279	...	50	334	18	...	...	5
...	...	...	388	...	...	388	16	...	...	...
...	...	...	320	...	14	334	17	...	...	...
...	...	...	329	...	...	329	19	...	...	...
...	...	...	336	...	...	336	13	...	...	...
...	...	...	339	...	...	339	16	...	...	...
...	...	...	336	...	...	336	16	...	...	...
...	...	...	286	...	...	286	15	...	...	...
...	...	...	233	...	...	233	17	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
District Local Board—contd.						
Kaira—						
English Class attached to the Primary (Gujarati) School, Kanjri.	1	...	35	35	32	28
Do. Thamna ...	1	...	29	29	29	26
Do. Sarsa ...	1	...	41	41	43	39
Do. Alindra ...	1	...	33	33	33	31
Do. Davol ...	1	...	29	29	28	27
Do. Vatra ...	1	...	21	21	22	19
Do. Khandhli ...	1	...	25	25	24	21
Do. Janodi ...	1	...	20	20	20	17
Do. Vasad ...	1	...	34	34	30	28
Do. Virsad ...	1	...	105	105	103	100
Do. Boriavi ...	1	...	26	26	24	24
Do. Bochasan ...	1	...	27	27	26	23
Do. Matar ...	1	...	24	24	26	24
Do. Chaklashi ...	1	...	63	63	62	68
Do. Kunjrao ...	1	...	20	20	18	16
Do. Khambholaj.	1		25	25	27	25
Do. Chunel ...	1	...	24	24	25	23
Do. Piplav ...	1	...	40	40	41	39
Do. Napa ...	1	...	53	53	51	45
Do. Ajarpura ...	1	...	22	22	21	19
Do. Adas ...	1	...	30	30	32	28
Do. Mehlol ...	1	...	26	26	26	24
Do. Ashi ...	1	...	54	54	52	50
Broach—						
English Class attached to the D. L. B. Primary School Urdu, Hansot.	1	...	37	37	37	32
English Class attached to the Primary School (Gujarati), Wagra.	1	...	41	41	42	35
Do. Jhadeshwar.	1	...	23	23	22	21
Do. Illav ...	1	...	31	31	31	27
English Class attached to the D. L. B. Primary School, (Urdu), Nabipur.	1	...	23	23	26	19
English Class attached to the D. L. B. Primary School, (Gujarati) Gajera.	1	...	38	38	36	33
Do. Kervada ...	1	...	19	19	19	15
Do. Kelod ...	1	...	20	20	20	17

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	166	292	...	458	14	...	...	...
...	...	...	367	...	...	367	13	..	...	...
10	...	...	536	...	...	546	13	...	...	10
...	...	...	425	...	...	425	13	...	...	...
...	...	...	401	...	...	401	14	...	...	...
...	...	...	299	...	200	499	23	...	...	...
...	...	...	418	...	257	675	28	...	...	...
...	...	...	105	...	417	522	26	...	...	...
...	...	...	590	...	418	1,008	34	...	...	...
...	...	...	654	...	...	654	6	...	...	...
...	...	...	406	...	...	406	17	...	...	...
...	...	...	271	...	...	271	10	...	...	...
106	...	...	417	...	53	576	22	4	...	...
...	...	...	575	...	...	575	9	...	...	...
19	...	...	281	...	182	482	27	1	...	19
9	...	...	439	...	...	448	17	...	...	9
...	...	...	249	...	...	249	10	...	...	...
...	...	...	475	...	...	475	12	...	...	...
...	...	...	571	...	...	571	12	...	...	...
...	...	...	367	...	...	367	17	...	...	...
29	...	...	359	...	...	388	12	...	...	29
...	...	...	442	...	...	442	17	...	...	...
...	...	...	674	...	...	674	13	...	...	...
...	20	...	470	...	...	490	13	...	...	...
532	162	...	693	...	...	1,387	33	12	...	...
...	55	...	394	...	83	532	24	...	...	...
...	20	...	457	...	...	477	15	...	...	...
...	...	...	206	...	...	206	8	...	...	...
5	30	...	428	...	...	463	13	...	...	
...	55	...	306	...	52	413	22	...	...	...
...	35	...	349	...	27	411	21	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
District Local Board—contd.						
Broach—*concld.*						
English Class attached to the Primary (Urdu) School, Dayadra.	1	...	24	24	24	24
English Class attached to the Primary (Gujarati) School, Vilayat.	1	...	16	16	18	16
Surat—						
English Class attached to the Primary School (Gujarati), Olpad.	1	...	20	20	20	16
Do. Kachholi ...	1	...	28	28	27	25
Do. Sarbhon ...	1	...	25	25	24	22
Do. Paria ...	1	...	26	26	25	21
Do. Eru ..	1	...	21	21	22	20
Do. Waghchhipa.	1	...	20	20	23	15
Do. Vatar ...	1	...	23	23	25	21
Do. Puni ...	1	...	39	39	39	36
Do. Buhari ...	1	...	29	29	28	25
Do. Batta ...	1	...	19	19	18	16
Do. Vankaner...	1	...	32	32	34	31
Do. Nizar ...	1	...	36	36	34	32
Do. Tarbhon ...	1	...	18	18	20	17
Do. Vadoli ...	1	...	23	23	25	21

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	30	...	393	...	25	448	19	...	...	...
...	30	...	337	...	25	392	22	...	...	...
656	279	...	393	...	...	1,328	66	33	...	18
...	...	...	455	...	140	595	22	...	...	...
...	...	...	411	...	37	448	19	...	...	...
18	...	...	365	...	...	383	15	...	...	18
...	...	...	367	...	115	482	22	...	...	...
...	...	...	314	...	84	398	17	...	...	...
...	...	...	341	...	78	419	17	...	...	...
...	...	...	499	...	...	499	13	...	...	...
...	...	...	438	...	...	438	16	...	...	...
...	...	...	252	...	224	476	26	...	...	...
...	...	...	436	...	...	436	13	...	...	...
...	...	...	442	...	...	442	13	...	...	...
...	...	...	363	...	61	424	21	...	...	...
...	...	...	421	...	3	424	17	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
District Local Board—concld.						
Surat—*concld.*						
English Class attached to the Primary School (Gujarati) Munsad.	1	...	23	23	23	21
Do. At ...	1	...	28	28	27	24
Do. Sisodra ...	1	...	16	16	17	15
Do. Sania Hemad.	1	...	32	32	31	26
Do. Akoti ...	1	...	20	20	23	18
Do. Sayan ...	1	...	36	36	37	31
Dharwar—						
English Class attached to the Primary School (Kanarese) Hirekerur.	1	...	54	54	53	44
Belgaum—						
English Class attached to the Primary School (Urdu) Kudchi.	1	...	24	24	24	22
Do. Belgaum ...	1	...	30	30	29	27
English Class attached to the Primary School (Kanarese), Pachhapur.	1	...	23	23	22	19
Do. Shedbal ...	1	...	16	16	16	14
Bijapur—						
English Class attached to the Primary School (Kanarese), Muddebihal.	1	...	33	33	32	27
Do. Kerur ...	1	...	22	22	23	19
Do. Sindgi ...	1	...	20	20	20	17
Kanara—						
English Class attached to the Primary School (Kanarese), Siddapur.	1	...	29	29	30	21
Do. Halyal ...	1	...	71	71	73	61
Total ...	129	...	3,829	3,829	3,841	3,401

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	305	...	14	319	14	...	...	...
8	...	...	428	...	...	436	16	...	...	8
...	...	...	287	...	137	424	25	...	...	...
...	...	...	428	...	...	428	14	...	...	...
...	...	...	372	...	64	436	19	...	...	...
5	...	...	425	...	...	430	12	...	...	5
...	1,002	...	510	350	...	1,862	54	...	...	...
300	311	...	304	...	...	915	38	13	...	...
...	40	...	531	...	...	571	20	...	...	...
...	162	...	381	...	...	543	25	...	...	...
...	161	...	254	...	...	415	26	...	...	...
74	272	...	521	...	...	867	27	2	...	...
...	59	...	433	...	...	492	21	...	...	...
...	319	...	353	...	...	672	34	...	...	...
288	248	...	451	...	...	987	33	10	...	...
...	...	18	679	...	...	697	9	...	...	...
4,508	10,874	468	52,731	781	4,973	74,335	19	1	...	420

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
Municipal.						
Bombay—						
English Class attached to the Primary (Urdu) School, Nagpada.	1	...	126	126	180	106
Do. Madanpura ...	1	...	105	105	122	88
Thana—						
English Class attached to the Primary (Marathi) School, Thana.	1	...	62	62	63	49
Do. Kalyan ...	1	...	182	182	196	171
Nasik—						
English Class attached to the Primary (Urdu) School, Yeola	1	...	26	26	28	23
English Class attached to Cantonment Board Primary School (Marathi), Deolali.	1	...	23	23	25	23
Poona—						
English Class attached to the Primary (Gujarati) School, Poona City.	1	...	132	132	125	96
Sholapur—						
English Class attached to the Primary (Urdu) School, Sholapur.	1	...	26	26	29	23
West Khandesh—						
English Class attached to the Primary (Gujarati) School, Nandurbar.	1	...	46	46	50	44
Surat—						
English Class attached to the Primary (Gujarati) School, Rander.	1	...	58	58	59	52

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	8,050	546	...	...	8,596	48	...	...	...
...	...	5,353	436	...	...	5,789	47	...	...	...
...	...	...	530	...	...	530	8	...	...	...
...	...	...	1,935	...	...	1,935	10	...	...	...
...	...	381	75	...	...	456	16	...	...	...
...	...	368	397	...	...	765	31	...	...	...
...	...	999	71	...	...	1,070	9	...	...	...
...	...	450	332	...	...	782	27	...	...	...
...	...	36	853	...	...	889	18	...	...	...
...	...	...	882	...	...	882	15	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*contd.*						
Municipal—concld.						
Dharwar—						
English Class attached to the Central School (Urdu), Gadag.	1	...	21	21	19	17
Total ...	11	...	807	807	896	692
Aided.						
Ahmedabad—						
English Class attached to the I. P. Mission Preparatory School, Prantij.	1	...	74	74	75	73
Recognised.						
Ratnagiri—						
English Class attached to the T. C. M. A. P. Mission Primary School (Marathi), Ratnagiri.	1	...	21	21	22	18
Poona—						
English Class attached to the Abdul Wahed School, Poona.	1	...	43	43	42	39
Saraswati Mandir Society's English Class, Khed.	1	...	19	19	19	14
Do. Ghorpadi ...	1	...	23	23	22	21
Do. Ghodnadi ...	1	...	43	43	41	37
Do. Indapur ...	1	...	21	21	24	20
Ahmedabad—						
English Class attached to the Railway Primary School, Sabarmati.	1	...	31	31	33	29
Kaira—						
English Class attached to the R. C. Mission Primary School, Gamdi.	1	...	36	36	41	38

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	368	285	...	...	653	34	...	...	...
...	...	16,005	6,342	...	...	22,347	25	...	...	...
95	...	...	303	...	96	494	7	1	...	...
...	...	...	65	...	957	1,022	46	...	...	...
...	...	...	697	...	...	697	17	...	...	64
...	...	...	336	...	268	604	32	...	...	...
...	...	...	252	...	430	682	31	...	...	...
...	...	...	480	...	185	665	16	...	...	...
...	...	...	342	...	294	636	27	...	...	...
...	...	...	525	...	...	525	15	...	...	...
...	...	...	...	...	1,838	1,838	45	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
SECONDARY—*contd.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*concld.*						
Recognised—concld.						
Surat—						
English Class attached to the Turana Madressah (Urdu), Surat.	1	...	44	44	52	40
Dharwar—						
English Class attached to the Cutchi Gujarati School, Hubli.	1	....	17	17	15	13
Total ...	10	...	298	298	311	269
Total, English Classes ...	151	...	5,008	5,008	5,123	4,435
Total, Secondary Middle Schools and Classes.	288	2,707	16,270	18,977	19,084	16,844
EUROPEAN SCHOOLS.						
Aided.						
Bombay—						
Scottish Orphanage, Mahim ...	1	...	161	161	150	131
St. Peter's School, Mazgaon ...	1	...	99	99	90	82
G. I. P. Railway School, Parel.	1	...	107	107	107	94
Thana—						
G. I. P. Railway School, Kalyan.	1	...	97	97	90	80
Nasik—						
G. I. P. Railway School, Manmad.	1	...	33	33	30	25
Belgaum—						
St. Mary's School, Belgaum ...	1	...	9	9	17	16
Total ...	6	...	506	506	484	428

FORM No. 2—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other source.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	701	701	13	...	...	...
...	...	...	291	...	2	293	20	...	...	...
...	...	...	2,988	...	4,675	7,663	25	...	...	64
4,603	10,874	16,473	62,364	781	9,744	1,04,839	20	1	...	484
88,105	12,119	55,330	3,89,669	18,891	1,17,794	6,84,908	36	5	473	5,304
8,545	...	...	5,737	5,304	5,682	25,268	168	57	...	...
3,281	...	...	2,240	...	2,986	8,507	94	36	...	...
2,330	...	...	3,215	...	2,385	7,930	74	22	...	...
2,591	...	...	1,950	...	2,845	7,386	82	29	...	...
1,320	...	...	662	...	2,264	4,246	148	44	...	...
824	...	...	1,206	300	203	2,533	149	48	...	...
18,891	...	...	15,010	5,604	16,365	53,870	115	39	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*concld.*						
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay—						
St. Ignatius School, Byculla ...	1	...	203	203	196	148
Sholapur—						
St. Joseph's School, Sholapur.	1	...	76	76	76	67
Total ...	2	...	279	279	272	215
Recognised.						
Bombay—						
St. Joseph's School, Colaba ...	1	...	150	150	120	120
Belgaum—						
Gokak Mill English-teaching School, Gokak.	1	...	53	53	54	50
Total ...	2	...	203	203	174	170
Total, English-teaching Schools.	4	...	482	482	446	385
Grand Total, Middle Schools (including English Classes).	298	2,707	17,258	19,965	20,014	17,657

FORM No. 2—*concld.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
650	...	...	2,593	...	1,841	5,084	26	3	...	...
1,645	...	200	2,564	...	3,342	7,751	102	22	...	...
2,295	...	200	5,157	...	5,183	12,835	47	8	...	...
...	...	...	1,790	...	2,756	4,546	38	...	...	...
...	...	...	...	...	2,466	2,466	46	...	...	...
...	...	...	1,790	...	5,222	7,012	40	...	...	...
2,295	...	200	6,947	...	10,405	19,847	44	5	...	...
1,09,291	12,119	55,530	4,11,626	24,495	1,44,564	7,57,625	38	5	473	5,304

Statistical Return of High and Middle Schools

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS.						
SECONDARY.						
Government.						
Ahmedabad—						
Girls' High School, Ahmedabad.	1	109	102	211	217	193
Aided.						
Bombay—						
Alexandra Native Girls' English Institution, Wandby Road.	1	107	...	107	106	91
Young Ladies' High School, Marzban Road.	1	79	78	157	165	143
Princess High School for Girls, Lamington Road.	1	131	174	305	296	260
St. Columba High School for Girls, Gowalia Tank.	1	247	220	467	481	428
Students' Literary and Scientific Society's Girls' High School, Thakurdwar.	1	168	286	454	473	392
Bai R. F. D. Panday Girls' High School, Tardeo.	1	96	123	219	231	198
Chanda Ramji Hindu Girls' High School, Girgaon.	1	111	376	487	507	424
Indian Education Society's High School for Girls, Dadar.	1	364	578	942	944	800
Parsi Girls' School Association's A.-V. Girls' School, Fort.	1	42	84	126	116	100
Parsi Girls' School Association's A.-V. Girls' School, Chandanwadi.	1	128	167	295	301	252
New High School for Girls, Fort.	1	50	193	243	225	191
Master's Tutorial High School for Girls, Gamdevi.	1	115	89	204	211	186
Vanita Vishram English School, Sandhurst Road.	1	66	146	212	218	192
S. N. D. T. Kanyashala, Girgaon Back Road.	1	110	190	300	308	266
Bai Ratanbai F. Pavri's Girls' High School, Khetwadi.	1	53	64	117	119	102
J. B. Vachha Parsi Girls' High School, Parsi Colony, Dadar.	1	64	133	197	191	172
Sharada Mandir High School for Girls, Girgaum.	1	51	111	162	171	144

FORM No. 3.

(English) for Girls for the Official Year 1936-37.

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
17,122	...	...	2,852	...	...	19,974	92	79	...	141
4,114	...	...	10,311	5,379	4,221	24,025	227	39	99	...
4,742	...	...	11,830	24	875	17,471	106	29	62	...
3,100	...	...	16,084	...	1,187	20,371	69	10	...	...
8,351	...	...	18,780	...	16,437	43,568	91	17	201	...
3,912	...	...	12,068	179	7,571	23,730	50	8	27	...
2,850	...	...	6,931	2,484	4,714	16,979	74	12	50	...
6,720	...	...	19,507	6,217	4,657	37,101	73	13	190	...
4,951	...	...	29,034	...	4,097	38,082	40	5	311	...
1,677	...	...	2,564	8,372	152	12,765	110	14	27	...
3,889	...	...	7,374	12,705	328	24,296	81	13	69	...
6,100	...	...	21,202	...	24,355	51,657	230	27	...	...
2,660	...	...	16,228	...	899	19,787	94	13	...	...
1,400	...	...	4,366	...	10,691	16,457	75	6	...	...
2,550	...	...	7,641	154	11,207	21,552	71	8	...	...
1,030	...	...	1,000	...	15,460	17,490	147	9	...	...
1,000	...	...	8,329	9,542	3,596	22,467	118	5	...	...
775	...	...	6,237	...	3,042	10,054	59	5	...	...

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
SECONDARY—*contd.*						
Aided—contd.						
Ratnagiri—						
Kanyashala, Malwan ...	1	49	90	139	132	114
Poona—						
High School for Indian Girls, Poona.	1	316	402	718	728	646
Seva Sadan High School, Poona.	1	107	196	303	315	282
S. N. D. T. Kanya Shala, Poona.	1	144	167	311	306	280
St. Andrew's Girls' High School, Poona.	1	60	90	150	133	139
Sardar Dastur Noshirwan Girls' High School, Poona.	1	65	61	126	125	117
Mahilashram High School, Hingne Budruk.	1	46	57	103	97	83
Agarkar High School for Girls, Poona.	1	113	161	274	275	246
Satara—						
Kanya Shala, Satara ...	1	36	57	93	93	86
Sholapur—						
S. H. N. High School for Girls, Sholapur.	1	42	79	121	120	108
Seva Sadan High School, Sholapur.	1	30	155	185	199	170
Ahmednagar—						
A. M. Girls' High School, Ahmednagar.	1	80	115	195	192	177
West Khandesh—						
Women's Education Society's Kamalabai Girl's School, Dhulia.	1	55	69	124	122	113
Broach—						
Motlabai Wadia Parsi Girls' High School, Broach.	1	61	83	144	145	120
Surat—						
I. P. Mission Girls' High School, Surat.	1	53	71	124	133	115
Mahila Vidyalaya, Surat ...	1	52	181	233	246	212
Bai Pirozbai M. Patel's High School for Parsi Girls, Surat.	1	56	86	142	146	121
Sarvajanik Girls' High School, Surat.	1	94	179	273	265	225

No. 3—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,606	...	...	...	...	6,098	7,704	58	12	61	...
30,090	...	...	14,586	...	...	44,676	61	41	...	90
2,300	...	...	6,077	...	3,431	11,808	37	7	...	...
2,165	...	...	6,809	...	7,275	16,249	53	7	...	...
2,900	...	...	3,111	...	10,569	16,589	91	15	...	...
3,185	...	...	12,540	4,334	9,530	29,580	237	25	55	...
1,800	...	...	1,129	...	4,252	7,181	74	19	...	...
975	...	...	9,535	...	1,749	12,259	45	4	...	...
1,557	...	...	2,321	...	4,711	8,589	92	17	7	...
475	...	...	2,369	...	3,279	6,123	51	4	...	...
600	...	2,000	2,202	...	1,525	6,327	32	3	...	...
3,274	...	...	2,293	...	8,578	14,145	74	17	104	...
1,200	200	600	4,211	...	2,796	9,007	74	10	...	...
3,488	...	...	3,244	530	5,492	12,754	88	24	111	12
3,657	...	...	3,448	...	4,051	11,156	84	27	116	501
4,002	...	...	5,745	...	8,170	17,917	73	16	51	11
2,528	...	...	...	5,861	...	8,389	57	17	...	...
2,043	...	...	8,465	...	8,038	18,546	70	8	...	43

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS FOR GIRLS —*contd.*						
SECONDARY—*concld.*						
Aided—concld.						
Belgaum—						
Mahila Vidyalaya, Belgaum ...	1	61	85	146	147	124
Vanita Vidyalaya, Belgaum ...	1	87	134	221	225	205
Total ...	37	3,589	5,530	9,119	9,252	8,024
Recognised.						
Bombay—						
Girton High School, Grant Road,	1	47	90	137	143	123
General Education Institute's Girl's High School, Dadar.	1	58	143	201	190	161
H. P. Thackersey Girl's High School, Dady-Seth Agiary Lane.	1	52	178	230	237	209
Poona—						
M. E. Society's Girl's High School, Poona.	1	106	180	286	288	258
Total ...	4	263	591	854	858	751
Total of Secondary High Schools for Girls ...	42	3,961	6,223	10,184	10,327	8,968
ANGLO-INDIAN AND EUROPEAN SCHOOLS.						
Aided.						
Bombay—						
Cathedral and John Cannon Girls' High School, Bombay.	1	57	279	336	327	297
Convent High School, Fort, Bombay.	1	19	259	278	224	258
Convent High School, Clare Road, Bombay.	1	12	395	407	370	386

No. 3—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,640	...	200	2,672	...	1,608	6,120	42	11	...	...
2,000	...	...	5,871	...	5,715	13,586	60	9	...	...
1,31,306	200	2,800	2,96,114	55,781	2,10,356	6,96,557	79	14	1,541	657
...	...	...	7,426	...	...	7,426	52	...	...	...
...	...	...	5,555	...	4,947	10,502	55	...	...	...
...	...	...	4,841	11,050	...	15,891	67	...	...	...
...	...	...	9,075	...	5,436	14,511	50	...	...	...
...	...	...	26,897	11,050	10,383	48,330	56	...	...	...
1,48,428	200	2,800	3,25,863	66,831	2,20,739	7,64,861	74	14	1,541	798
26,183	...	...	47,729	4,999	250	79,161	267	88	...	...
13,482	...	...	20,673	...	593	34,748	135	52	201	936
16,077	...	...	24,468	...	3,250	43,795	113	42	225	1,944

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS FOR GIRLS —*contd.*						
ANGLO-INDIAN AND EUROPEAN SCHOOLS—*concld.*						
Aided—concld.						
Bombay Suburban—						
St. Joseph's Convent High School, Bandra.	1	17	296	313	333	316
Nasik—						
Convent High School, Igatpuri.	1	11	159	170	155	138
Barnes' Girls High School, Deolali.	1	13	159	172	179	154
Poona—						
St. Mary's High School, Poona.	1	30	211	241	259	227
Anglo-Indian Home and Taylor High School, Poona.	1	8	137	145	151	145
Convent High School, Poona ...	1	16	240	256	250	230
St. Peter's Girls' High School, Khandala.	1	12	88	100	99	90
Satara—						
Kimmins High School, Panchgani.	1	18	95	113	103	93
St. Joseph's Convent High School, Panchgani.	1	34	134	168	163	151
Total ...	12	247	2,452	2,699	2,613	2,485
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay—						
St. Teresa's High School, Girgaum.	1	82	935	1,017	1,022	922
Queen Mary's High School, Girgaum.	1	37	279	316	307	274
St. Agne's High School, Clare Road, Byculla.	1	43	416	459	415	471
Convent High School, Lower Mahim, Dadar.	1	25	378	403	361	361
Bombay Suburban District—						
St. Joseph's Convent High School, Bandra.	1	92	630	722	731	694
Mount Mary's Convent High School, Bandra.	1	19	244	263	257	244
St. Teresa's Convent High School, Santa Cruz.	1	40	477	517	524	486

No. 3—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
10,548	...	...	19,575	...	...	30,123	95	33	...	1,548
8,352	...	...	7,574	...	6,633	22,559	145	54	256	624
12,699	...	...	17,963	...	4,539	35,201	197	71	107	...
21,996	...	...	28,140	698	6,045	56,879	220	85	80	192
6,854	...	800	5,475	...	4,550	17,679	117	45	165	25
14,606	...	...	13,634	...	4,657	32,897	132	58	186	1,080
11,928	...	...	17,975	...	...	29,903	302	120	219	...
11,243	...	...	17,642	...	2,825	31,710	308	109	243	...
15,222	...	...	11,000	...	13,678	39,900	245	93	110	...
1,69,190	...	800	2,31,848	5,697	47,020	4,54,555	174	65	1,792	6,349
11,655	...	...	52,711	...	4,126	68,492	67	11	175	...
11,900	...	...	44,651	...	2,545	59,096	192	39	...	...
6,480	...	...	22,635	...	893	30,008	72	16	...	...
5,595	...	...	14,186	...	5,001	24,782	69	16	...	...
6,260	...	...	18,108	...	1,556	25,924	35	9	...	..
4,260	...	...	9,164	...	12,038	25,462	99	17	...	...
4,200	...	...	21,508	...	6,706	32,414	62	8	...	...

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS FOR GIRLS —*concld.*						
ENGLISH-TEACHING SCHOOLS —*concld.*						
Aided—concld.						
Poona—						
Convent High School, Poona...	1	14	219	233	233	209
St. Helena's High School, Poona.	1	23	202	225	237	214
Belgaum—						
St. Joseph's Convent High School, Belgaum.	1	25	295	320	318	298
Dharwar—						
Convent High School, Hubli ...	1	17	214	231	218	188
Total ...	11	417	4,289	4,706	4,623	4,361
Grand Total of all High Schools for Girls.	65	4,625	12,964	17,589	17,563	15,814
MIDDLE SCHOOLS FOR GIRLS.						
SECONDARY.						
Government.						
Thana—						
Girls' Middle School, Thana ...	1	21	91	112	110	98
Nasik—						
Girls' Middle School, Nasik ...	1	23	81	104	103	99
Poona—						
Anglo-Urdu Girls' Middle School, Poona.	1	2	37	39	32	31
Ahmednagar—						
Girls' Middle School, Ahmednagar.	1	29	94	123	118	100
Dharwar—						
Girls' Middle School, Dharwar.	1	23	104	127	117	114
Bijapur—						
Girls' Middle School, Bijapur .	1	...	72	72	61	64
Total ...	6	98	479	577	541	506

No. 3—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,380	...	...	12,966	...	3,439	18,785	81	10	...	...
2,000	...	...	15,790	...	8,464	26,254	111	8	...	...
4,626	...	...	11,236	...	6,963	22,825	72	15	...	126
5,207	...	150	6,813	...	3,755	15,925	73	24	37	870
64,563	...	150	2,29,768	...	55,486	3,49,967	76	14	212	996
3,82,181	200	3,750	7,87,479	72,528	3,23,245	15,69,383	89	22	3,545	8,143
11,414	...	...	1,118	...	1	12,533	114	104	...	...
8,592	...	...	1,155	...	...	9,747	95	83	...	...
9,041	...	...	...	...	...	9,041	283	283	...	...
11,813	...	...	1,321	...	...	13,134	111	100	...	...
5,012	...	...	1,166	...	...	6,178	53	43	...	...
7,138	...	...	585	...	...	7,723	127	117	...	...
58,010	...	...	5,345	...	1	58,356	108	98	...	...

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS FOR GIRLS—*contd.*						
SECONDARY—*contd.*						
Aided.						
Ratnagiri—						
Mahila Vidyalaya, Ratnagiri ...	1	18	80	98	103	95
Nasik—						
Z. B. & M. M. A.-V. Girls' School, Manmad.	1	29	73	102	99	98
Seva Sadan Girls' A.-V. School, Nasik.	1	13	78	91	90	88
Poona—						
Sharada Sadan A.-V. School, Kedgaon.	1	...	53	53	62	59
Satara—						
Kanya Shala, Wai ...	1	12	50	62	66	60
East Khandesh—						
A.-V. Kanya Shala, Jalgaon ...	1	26	97	123	120	104
Ahmedabad—						
R. B. Maganbhai Girls' A.-V. School, Ahmedabad.	1	...	66	66	66	59
Panch Mahals—						
New English School for Girls, Dohad.	1	...	24	24	24	19
Surat—						
Mahila Vidyalaya Branch A.-V. School, Surat.	1	...	45	45	48	42
Total ...	9	98	566	664	678	624

No. 3—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
840	...	125	1,951	...	2,640	5,556	54	8	...	...
1,260	...	...	...	...	3,427	4,687	47	13	...	...
420	...	300	1,610	...	652	2,982	33	5	...	...
545	...	...	142	...	1,636	2,323	37	9	...	..
600	...	125	868	...	1,335	2,928	44	9	...	...
650	...	...	2,675	...	1,708	5,033	42	5	...	...
830	...	...	997	847	175	2,849	43	13	...	...
...	...	250	...	...	259	509	21	...	...	...
500	...	...	972	...	625	2,097	44	10	...	...
5,645	...	800	9,215	847	12,457	28,964	43	8	...	...

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS FOR GIRLS—*contd.*						
SECONDARY—*contd.*						
Recognised.						
Bombay—						
Aryan Education Society's English School for Girls, Girgaum.	1	26	74	100	99	90
Sir J. J. P. B. Institute's Girls English Shool, Hornby Road.	1	16	71	87	86	74
Satara—						
Zoroastrian Young Women's Educational Home, Panchgani.	1	8	21	29	27	26
Total ...	3	50	166	216	212	190
Total, Secondary Middle Schools.	18	246	1,211	1,457	1,431	1,320
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS.						
District Local Board.						
Surat—						
English Class attached to (Gujarati) Primary Girls' School, Pardi.	1	...	26	26	28	21
Municipal.						
Bombay Suburban District—						
English Class attached to the Primary School (Marathi), Bandra.	1	...	28	28	29	24
Thana—						
English Class attached to the Primary School No. 4 (Marathi), Thana.	1	...	53	53	52	41
Sholapur—						
English Class attached to the Municipal Girls' School (Marathi), Barsi.	1	...	26	26	30	20
Total ...	3	...	107	107	111	85

No. 3—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	3,118	...	...	3,118	31	...	...	...
...	...	...	15	4,712	1,049	5,776	67	...	...	...
...	...	...	3,476	...	...	3,476	129	...	...	...
...	...	...	6,609	4,712	1,049	12,370	58	...	...	...
58,655	...	800	21,169	5,559	13,507	99,690	70	41	...	...
...	...	...	102	...	317	419	15	...	...	...
108	...	711	469	...	...	1,288	44	4	...	...
...	...	...	479	...	...	479	9	...	...	...
...	...	243	...	...	...	243	8	...	...	...
108	...	954	948	...	...	2,010	18	1	...	...

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS FOR GIRLS—*contd.*						
SECONDARY—*concld.*						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—*concld.*						
Aided.						
Poona—						
English Class attached to the St. Hilda's Primary School (Marathi), Poona.	1	...	43	43	46	42
Ahmedabad—						
English Class attached to the R. B. Ranchhodlal Chhotalal Gujarati Girls' Primary School, Khadia, Ahmedabad.	1	...	123	123	134	118
Total ...	2	...	166	166	180	160
Total, English classes ...	6	...	299	299	319	266
Total, Secondary Middle Schools and Classes ...	24	246	1,510	1,756	1,750	1,586
ANGLO-INDIAN AND EUROPEAN SCHOOLS.						
Aided.						
Nasik—						
G. I. P. Railway School, Igatpuri*.	...	...	...	...	...	...
Poona—						
G. I. P. Railway School, Lonavla.	1	...	77	77	73	64
Sholapur—						
G. I. P. Railway School, Sholapur.	1	...	58	58	48	40
East Khandesh—						
G. I. P. Railway School, Bhusawal.	1	...	152	152	156	127
Surat—						
B. B. &. C. I. Railway School, Bulsar.	1	...	13	13	13	16
Dharwar—						
M. & S. M. Railway School, Hubli.	1	...	82	82	82	76
Total ...	5	...	382	382	377	323

* Closed from 17th December 1936.

No. 3—*contd.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grant.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	1,249	1,249	27	...	...	...
...	...	...	820	...	...	820	6	...	...	...
...	...	...	820	...	1,249	2,069	11	...	...	...
108	...	954	1,870	...	1,566	4,498	14	...	...	...
58,763	...	1,754	23,039	5,559	15,073	1,04,188	60	34	...	...
1,625	...	...	...	...	...	1,625	..	...	...	..
2,238	...	...	2,170	...	2,661	7,069	97	31	...	...
1,790	...	...	1,455	...	4,225	7,470	156	35	...	...
2,805	...	...	4,288	...	987	8,080	52	18	...	...
1,000	...	...	1,275	...	2,542	4,817	268	56	...	...
1,800	...	...	1,796	...	1,704	5,300	65	22	...	...
11,258	...	...	10,984	...	12,119	34,361	91	30	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS FOR GIRLS—*concld.*						
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay—						
St. Isabel's School, Mazgaon ...	1	...	407	407	400	360
St. Anthony's School, Byculla .	1	...	312	312	298	278
St. Joseph's School, Agripada .	1	...	256	256	250	218
Victoria School, Mahim ...	1	...	250	250	227	215
East Khandesh—						
Roman Catholic School, Bhusawal.	1	...	109	109	106	103
Belgaum—						
Divine Providence School, Belgaum.	1	....	72	72	67	53
Dharwar—						
St. Joseph's School, Dharwar ...	1	...	68	68	70	63
Kanara—						
M. & S. M. Railway School, Castle-Rock.	1	..	33	33	40	34
St. Michael's Convent School, Karwar.	1	...	122	122	119	108
Total ...	9	...	1,629	1,629	1,577	1,432
Recognised.						
Dharwar—						
M. & S. M. Railway School, Gadag.	1	...	37	37	34	30
Total, English-teaching Schools.	10	...	1,666	1,666	1,611	1,462
Grand Total of all Middle Schools and Classes.	39	246	3,558	3,804	3,738	3,371

No. 3—*concld.*

Expenditure (Direct).							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,950	...	...	12,683	...	217	14,850	37	5	...	...
550	...	...	3,476	...	8,346	12,372	42	2	...	...
3,176	...	...	4,479	...	7,726	15,381	62	13	...	276
2,050	...	...	7,999	...	2,371	12,420	55	9	...	...
1,500	...	...	3,822	...	1,662	6,984	66	15	...	...
1,040	...	...	340	...	4,739	6,119	91	22	...	...
850	...	...	1,730	...	2,335	4,915	70	12	...	...
290	...	...	821	...	2,755	3,866	97	7	...	...
1,180	...	..	2,846	...	9,537	13,563	113	10	...	...
12,586	...	...	38,196	...	39,688	90,470	57	8	...	276
...	...	...	744	...	2,019	2,763	81	...	...	...
12,586	...	...	38,940	...	41,707	93,233	58	8	...	276
82,607	...	1,754	72,963	5,559	68,899	2,31,782	62	22	...	276

SUBSIDIARY FORMS

Statistical Return of Primary Schools for

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION.						
Bombay City—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Municipal—						
Non-Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Authorities—						
Bombay City—						
Boys	232	2,709	46,409	49,118	49,417	39,342
Girls	126	1,384	23,770	25,151	25,443	18,930
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Municipal Local Authority—						
Boys	92	40	14,537	14,577	14,146	11,857
Girls	29	337	5,327	5,664	5,337	4,445
Total—						
Aided—						
Boys	92	40	14,537	14,577	14,146	11,857
Girls	29	337	5,327	5,664	5,337	4,445
Unaided—						
Boys	10	51	1,821	1,872	1,822	1,558
Girls	3	...	229	229	218	190
Total—						
Boys	334	2,800	62,767	65,567	65,385	52,757
Girls	158	1,718	29,326	31,044	30,998	23,565
Total ...	492	4,518	92,093	96,611	96,383	76,322

NOS. 4 AND 5.

Boys and Girls for the Official Year 1936-37.

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	..	...
4,87,313	12,543	15,14,163	20,14,019	40 12	9 14
2,48,625	6,906	7,72,044	10,27,575	40 6	9 12
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
26,834	1,87,934	2,93,819	5,08,587	35 15	1 14
10,395	60,470	1,72,409	2,43,274	45 9	1 15
26,834	1,87,934	2,93,819	5,08,587	35 15	1 14
10,395	60,470	1,72,409	2,43,274	45 9	1 15
...	26,146	47,475	73,621	40 7	...
...	5,530	4,875	10,405	47 12	...
5,14,147	2,26,623	18,55,457	25,96,227	39 11	7 14
2,59,020	72,906	9,49,328	12,81,254	41 5	8 6
7,73,167	2,99,529	28,04,785	38,77,481	40 4	8 0

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*contd.*						
Bombay Suburban District—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	20	70	1,833	1,903	1,874	1,537
Girls	3	37	304	341	346	265
Municipal—						
Non-Local Authority—						
Boys	17	113	2,220	2,333	2,332	1,967
Girls	3	54	414	468	476	350
Local Authorities—						
Bandra—						
Boys	21	...	2,775	2,775	2,685	1,895
Girls	6	...	500	500	454	296
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	24	...	3,830	3,830	3,635	3,069
Girls	...	...	...	...	...	...
Municipal Local Authorities—						
Boys	15	...	2,476	2,476	2,326	2,097
Girls	...	...	...	...	...	...
Total—						
Aided—						
Boys	39	...	6,306	6,306	5,961	5,166
Girls	...	...	...	...	...	...
Unaided—						
Boys	9	...	485	485	443	379
Girls	...	...	...	...	...	...
Total—						
Boys	106	183	13,619	13,802	13,295	10,944
Girls	12	91	1,218	1,309	1,276	911
Total ...	118	274	14,837	15,111	14,571	11,855

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
10,040	1,540	11,200	22,780	12 2	5 6
1,860	...	2,360	4,220	12 3	5 6
12,564	2,792	12,965	28,321	12 2	5 6
2,513	...	3,152	5,665	11 14	5 4
18,802	522	36,707	56,031	20 14	7 0
3,134	...	6,205	9,339	20 9	6 14
...	...	...	...	...	...
...	...	...	...	...	...
14,317	28,756	44,800	87,873	24 3	3 15
...	...	...	...	...	...
9,059	14,528	34,187	57,774	24 13	3 14
...	...	...	...	...	...
23,376	43,284	78,987	1,45,647	24 7	3 15
...	...	...	...	...	...
...	4,552	10,883	15,435	34 13	...
...	...	...	...	...	...
64,782	52,690	1,50,742	2,68,214	20 3	4 14
7,507	...	11,717	19,224	15 1	5 14
72,289	52,690	1,62,459	2,87,438	19 12	4 15

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*contd.*						
Thana—						
Government—						
Boys	2	40	119	159	151	136
Girls	...	...	...	...	...	...
District Local Board—						
Boys	478	2,702	32,713	35,415	32,587	24,893
Girls	26	245	2,105	2,350	2,211	1,695
Municipal—						
Non-Local Authority—						
Boys	15	291	2,023	2,314	2,253	1,684
Girls	4	66	509	575	620	398
Local Authorities—						
Thana—						
Boys	9	130	1,589	1,719	1,765	1,308
Girls	4	77	874	951	1,016	796
Kalyan—						
Boys	9	91	1,404	1,495	1,659	1,219
Girls	2	48	632	680	664	526
Total—						
Local Authorities—						
Boys	18	221	2,993	3,214	3,424	2,527
Girls	6	125	1,506	1,631	1,680	1,322
Aided by—						
Government—						
Boys	1	7	92	99	87	86
Girls	...	...	...	...	...	...
District Local Board—						
Boys	23	10	1,062	1,072	1,032	848
Girls	...	...	...	...	...	...
Municipal Local Authorities—						
Boys	2	7	188	195	193	158
Girls	...	...	...	...	...	...
Total—						
Aided—						
Boys	26	24	1,342	1,366	1,312	1,092
Girls	...	...	...	...	...	...
Unaided—						
Boys	7	...	278	278	257	213
Girls	...	...	...	...	...	...
Total—						
Boys	546	3,278	39,468	42,746	39,984	30,545
Girls	36	436	4,120	4,556	4,511	3,415
Total ...	582	3,714	43,588	47,302	44,495	33,960

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
6,325	...	...	6,325	41 14	41 14
...	...	...	...	...	...
2,36,802	...	1,38,179	3,74,981	11 8	7 4
16,024	...	9,400	25,424	11 8	7 4
16,460	...	9,657	26,117	11 9	7 5
4,570	...	2,680	7,250	11 11	7 6
9,575	261	16,378	26,214	14 14	5 7
5,630	130	9,660	15,420	15 3	5 9
9,507	...	12,020	21,527	13 0	5 12
3,802	...	4,808	8,610	12 15	5 12
19,082	261	28,398	47,741	13 15	5 9
9,432	130	14,468	24,030	14 5	5 10
1,969	...	...	1,969	22 10	22 10
...	...	...	...	...	...
3,533	1,775	13,007	18,315	17 12	3 7
...	...	...	...	...	...
172	570	1,292	2,034	10 9	0 14
...	...	...	...	...	...
5,674	2,345	14,299	22,318	17 0	4 5
...	...	...	...	...	..
...	1,004	3,608	4,612	16 0	...
...	...	...	...	...	...
2,84,343	3,610	1,94,141	4,82,094	12 1	7 2
30,026	130	26,548	56,704	12 9	6 10
3,14,369	3,740	2,20,689	5,38,798	12 2	7 1

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*contd.*						
Kolaba—						
Government—						
Boys	1	36	...	36	38	32
Girls	...	...	...	...	...	...
District Local Board—						
Boys	366	1,587	17,917	19,504	18,541	14,367
Girls	14	82	993	1,075	1,023	788
Municipal—						
Non-Local Authority—						
Boys	16	628	2,775	3,403	3,237	2,521
Girls	6	225	1,289	1,514	1,467	1,078
Local Authority—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	17	9	910	919	869	706
Girls	2	39	252	291	270	222
Municipal Local Authorities—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Aided—						
Boys	17	9	910	919	869	706
Girls	2	39	252	291	270	222
Unaided—						
Boys	5	...	118	118	125	98
Girls	...	...	...	...	...	...
Total—						
Boys	405	2,260	21,720	23,980	22,810	17,724
Girls	22	346	2,534	2,880	2,760	2,088
Total ...	427	2,606	24,254	26,860	25,570	19,812
Ratnagiri—						
Government—						
Boys	2	42	144	186	152	141
Girls	...	...	...	...	...	...
District Local Board—						
Boys	564	3,524	39,779	43,303	41,567	31,697
Girls	34	61	2,299	2,360	2,332	1,844
Municipal—						
Non-Local Authority—						
Boys	18	583	2,688	3,271	3,240	2,490
Girls	6	114	1,002	1,116	1,097	894

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
4,050	...	...	4,050	106 9	106 9
...	...	...	...	...	...
1,99,701	13,706	61,493	2,74,900	14 13	10 12
10,511	...	3,958	14,469	14 2	10 4
35,862	3,088	9,914	48,864	15 2	11 1
15,940	...	5,776	21,716	14 13	10 14
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
1,439	322	4,454	6,215	7 2	1 10
1,127	...	3,572	4,699	17 6	4 3
...	...	...	...	...	...
...	...	...	...	...	...
1,439	322	4,454	6,215	7 2	1 10
1,127	...	3,572	4,699	17 6	4 3
...	40	200	240	1 15	...
...	...	...	...	...	...
2,41,052	17,156	76,061	3,34,269	14 10	10 9
27,578	...	13,306	40,884	14 13	10 0
2,68,630	17,156	89,367	3,75,153	14 11	10 8
6,847	...	...	6,847	45 1	45 1
...	...	...	...	...	...
3,76,678	24,147	39,625	4,40,450	10 10	9 1
20,927	...	3,543	24,470	10 8	9 0
29,520	2,980	2,015	34,515	10 10	9 2
9,840	...	1,665	11,505	10 8	9 0

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*contd.*						
Ratnagiri—*concld.*						
Local Authorities—						
Chiplun—						
Boys	5	210	819	1,029	1,005	880
Girls	1	45	197	242	239	184
Vengurla						
Boys	5	112	845	957	955	786
Girls	3	73	428	501	477	379
Total—						
Local Authorities—						
Boys	10	322	1,664	1,986	1,960	1,616
Girls	4	118	625	743	716	563
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	124	21	5,781	5,802	5,531	4,667
Girls	...	...	...	...	...	...
Municipal Local Authorities—						
Boys	1	...	62	62	57	48
Girls	...	...	...	...	...	...
Total—						
Aided—						
Boys	125	21	5,843	5,864	5,588	4,715
Girls	...	...	...	...	...	...
Unaided—						
Boys	24	15	1,008	1,023	1,000	900
Girls	...	...	...	...	...	...
Total—						
Boys	743	4,507	51,126	55,633	53,507	41,559
Girls	44	293	3,926	4,219	4,145	3,301
Total ...	787	4,800	55,052	59,852	57,652	44,860

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
5,540	2,097	4,460	12,097	12 1	5 8
1,304	...	1,544	2,848	11 15	5 7
4,923	340	7,102	12,365	12 15	5 2
2,462	...	3,721	6,183	12 15	5 3
10,463	2,437	11,562	24,462	12 8	5 5
3,766	...	5,265	9,031	12 10	5 4
...	...	...	...	...	...
...	...	...	...	...	...
13,058	2,937	12,626	28,621	5 3	2 6
...	...	...	...	...	...
181	...	418	599	10 8	3 3
...	...	...	...	...	...
13,239	2,937	13,044	29,220	5 4	2 6
...	...	...	...	...	...
...	600	5,456	6,056	6 1	...
...	...	...	...	...	...
4,36,747	33,101	71,702	5,41,550	10 2	8 3
34,533	...	10,473	45,006	10 14	8 5
4,71,280	33,101	82,175	5,86,556	10 3	8 2

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*contd.*						
Nasik—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	428	3,278	29,194	32,472	30,708	24,461
Girls	19	85	1,412	1,497	1,417	1,104
Municipal—						
Non-Local Authorities—						
Boys	21	675	3,782	4,457	4,391	3,648
Girls	11	135	1,533	1,668	1,654	1,242
Local Authorities—						
Nasik—						
Boys	12	584	3,188	3,772	3,790	3,197
Girls	5	154	1,417	1,571	1,566	1,214
Malegaon—						
Boys	11	329	1,990	2,319	2,234	1,854
Girls	5	110	907	1,017	1,094	807
Deolali—						
Boys	2	31	323	354	343	318
Girls	1	...	91	91	87	77
Total—						
Local Authorities—						
Boys	25	944	5,501	6,445	6,367	5,369
Girls	11	264	2,415	2,679	2,637	2,098
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	64	99	2,617	2,716	2,532	2,128
Girls	4	37	385	422	412	367
Municipal Local Authorities—						
Boys	1	...	100	100	96	76
Girls	1	9	137	146	147	126
Total—						
Aided—						
Boys	65	99	2,717	2,816	2,628	2,204
Girls	5	46	522	568	559	493
Unaided—						
Boys	10	...	243	243	243	185
Girls	...	...	...	...	...	...
Total—						
Boys	549	4,996	41,437	46,433	44,337	35,867
Girls	46	530	5,882	6,412	6,317	4,937
Total ...	595	5,526	47,319	52,845	50,654	40,804

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
2,90,651	8,241	72,788	3,71,680	12 2	9 7
13,841	...	3,859	17,700	12 8	9 12
38,949	1,682	9,933	50,564	11 8	8 14
14,430	...	4,300	18,730	11 5	8 12
18,566	1,705	23,843	44,114	11 10	4 14
7,730	5	10,635	18,370	11 12	4 15
12,310	476	21,385	34,171	15 5	5 8
5,600	...	9,930	15,530	15 0	5 7
752	398	4,152	5,302	15 7	2 3
188	...	1,138	1,326	15 4	2 3
31,628	2,579	49,380	83,587	13 2	4 15
13,518	5	21,703	35,226	13 2	5 0
...	...	...	...	...	...
...	...	...	...	...	...
6,004	...	13,035	19,039	7 8	2 6
1,838	...	7,249	9,087	22 1	4 7
122	...	857	979	10 3	1 4
532	...	1,186	1,718	11 11	3 10
6,126	...	13,892	20,018	7 10	2 5
2,370	...	8,435	10,805	19 5	4 4
...	1,664	3,272	4,936	20 5	...
...	...	...	...	...	...
3,67,354	14,166	1,49,265	5,30,785	12 0	8 5
44,159	5	38,297	82,461	13 1	7 0
4,11,513	14,171	1,87,562	6,13,246	12 2	8 2

District and Name or Class or Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*concld.*						
Abstract, Bombay Division—						
Government—						
Boys	5	118	263	381	341	309
Girls	...	...	...	...	...	...
District Local Board—						
Boys	1,856	11,161	121,436	132,597	125,277	96,955
Girls	96	510	7,113	7,623	7,329	5,696
Municipal—						
Non-Local Authorities—						
Boys	87	2,290	13,488	15,778	15,453	12,310
Girls	30	594	4,747	5,341	5,314	3,962
Local Authorities—						
Boys	306	4,196	59,342	63,538	63,853	50,749
Girls	153	1,888	28,816	30,704	30,980	23,209
Aided by—						
Government—						
Boys	1	7	92	99	87	86
Girls	...	...	...	...	...	...
District Local Boards—						
Boys	252	139	14,200	14,339	13,599	11,418
Girls	6	76	637	713	682	589
Municipal Local Authorities—						
Boys	111	47	17,363	17,410	16,818	14,236
Girls	30	346	5,464	5,810	5,484	4,571
Total—						
Aided—						
Boys	364	193	31,655	31,848	30,504	25,740
Girls	36	422	6,101	6,523	6,166	5,160
Unaided—						
Boys	65	66	3,953	4,019	3,890	3,333
Girls	3	...	229	229	218	190
Total—						
Boys	2,683	18,024	230,137	248,161	239,318	189,396
Girls	318	3,414	47,006	50,420	50,007	38,217
Total ...	3,001	21,438	277,143	298,581	289,325	227,613

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
17,222	...	...	17,222	50 8	50 8
...	...	...	...	...	...
11,13,872	47,634	3,23,285	14,84,791	11 2	8 14
63,163	...	23,120	86,283	11 12	8 10
1,33,355	10,542	44,484	1,88,381	12 3	8 10
47,293	...	17,573	64,866	12 3	8 14
5,67,288	18,342	16,40,210	22,25,840	34 14	8 14
2,78,475	7,041	8,19,685	11,05,201	35 12	9 0
1,969	...	...	1,969	22 10	22 10
...	...	...	...	...	...
38,351	33,790	87,922	1,60,063	11 12	2 13
2,965	...	10,821	13,786	20 3	4 6
36,368	2,03,032	3,30,573	5,69,973	33 14	2 3
10,927	60,470	1,73,595	2,44,992	44 11	2 0
76,688	2,36,822	4,18,495	7,32,005	24 0	2 8
13,892	60,470	1,84,416	2,58,778	41 15	2 4
...	34,006	70,894	1,04,900	26 15	...
...	5,530	4,875	10,405	47 12	...
19,08,425	3,47,346	24,97,368	47,53,139	19 14	8 0
4,02,823	73,041	10,49,669	15,25,533	30 8	8 1
23,11,248	4,20,387	35,47,037	62,78,672	21 11	8 0

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION.						
Poona—						
Government—						
Boys	5	195	643	838	832	718
Girls	3	52	419	471	449	371
District Local Board—						
Boys	571	3,211	31,143	34,354	33,901	26,682
Girls	35	101	2,175	2,276	2,250	1,732
Municipal—						
Non-Local Authorities—						
Boys	9	606	2,105	2,711	2,733	2,286
Girls	8	128	1,080	1,208	1,135	947
Local Authorities—						
Poona City—						
Boys	32	870	6,396	7,266	7,061	5,950
Girls	25	562	5,315	5,877	5,657	4,910
Poona Suburban—						
Boys	8	35	762	797	631	591
Girls	2	...	198	198	142	130
Lonavla—						
Boys	7	41	671	712	656	489
Girls	2	20	148	168	180	142
Baramati—						
Boys	5	133	808	941	931	758
Girls	1	30	305	335	318	252
Total, Local Authorities—						
Boys	52	1,079	8,637	9,716	9,279	7,788
Girls	30	612	5,966	6,578	6,297	5,434
Aided by—						
Government—						
Boys	1	17	121	138	129	97
Girls	3	99	542	641	618	534
District Local Board—						
Boys	109	118	4,219	4,337	4,124	3,360
Girls	8	15	501	516	497	443
Municipal Local Authorities—						
Boys	45	164	9,004	9,168	8,732	7,502
Girls	17	105	2,193	2,298	2,258	1,912
Total—						
Aided—						
Boys	155	299	13,344	13,643	12,985	10,959
Girls	28	219	3,236	3,455	3,373	2,889
Unaided—						
Boys	10	...	515	515	458	397
Girls	1	...	88	88	77	42
Total—						
Boys	802	5,390	56,387	61,777	60,188	48,780
Girls	105	1,112	12,964	14,076	13,581	11,415
Total ...	907	6,502	69,351	75,853	73,769	60,195

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
23,078	743	...	23,821	28 10	27 12
16,932	...	...	16,932	37 11	37 11
4,09,752	15,402	23,832	4,48,986	13 4	12 1
30,593	...	1,582	32,175	14 5	13 10
26,224	2,103	10,754	39,081	14 5	9 10
11,774	...	4,457	16,231	14 5	10 6
48,014	4,289	86,053	1,38,356	19 10	6 13
39,340	...	69,846	1,09,186	19 5	6 15
3,540	1	9,536	13,077	20 12	5 10
800	...	1,721	2,521	17 12	5 10
4,799	5	7,249	12,053	18 6	7 5
1,132	...	1,871	3,003	16 11	6 5
6,640	1,031	7,261	14,932	16 1	7 2
2,268	...	2,277	4,545	14 5	7 2
62,993	5,326	1,10,099	1,78,418	19 4	6 13
43,540	...	75,715	1,19,255	18 15	6 15
650	278	1,994	2,922	22 10	5 0
6,200	2,282	6,014	14,496	23 7	10 1
12,575	701	24,419	37,695	9 2	3 1
3,270	...	5,920	9,190	18 8	6 9
41,744	35,683	87,055	1,64,482	18 13	4 12
11,062	8,880	27,927	47,869	21 3	4 14
54,969	36,662	1,13,468	2,05,099	15 13	4 4
20,532	11,162	39,861	71,555	21 3	6 1
...	958	4,324	5,282	11 9	...
...	...	747	747	9 11	...
5,77,016	61,194	2,62,477	9,00,687	14 15	9 9
1,23,371	11,162	1,22,362	2,56,895	18 10	9 1
7,00,387	72,356	3,84,839	11,57,582	15 11	9 8

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
Satara—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	855	6,708	53,367	60,075	54,599	44,147
Girls	76	162	3,963	4,125	3,914	3,077
Municipal—						
Non-Local Authorities—						
Boys	40	1,364	5,769	7,133	7,542	6,091
Girls	19	243	2,248	2,491	2,367	1,957
Local Authorities—						
Satara City—						
Boys	8	447	1,986	2,433	2,398	1,846
Girls	3	142	686	828	776	618
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	55	1	1,875	1,876	1,787	1,550
Girls	7	11	211	222	196	186
Municipal Local Authorities—						
Boys	4	...	563	563	525	435
Girls	...	...	...	...	...	...
Total (Aided)—						
Boys	59	1	2,438	2,439	2,312	1,985
Girls	7	11	211	222	196	186
Unaided—						
Boys	11	...	369	369	295	267
Girls	...	...	...	...	...	...
Total—						
Boys	973	8,520	63,929	72,449	67,146	54,336
Girls	105	558	7,108	7,666	7,253	5,838
Total ...	1,078	9,078	71,037	80,115	74,399	60,174

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
5,24,357	12,718	1,95,801	7,32,876	13 7	9 10
34,697	...	15,228	49,925	12 12	8 14
66,970	2,827	26,502	96,299	12 12	8 14
18,996	...	8,755	27,751	11 10	8 0
13,302	2,124	14,044	29,470	12 5	5 9
4,276	...	4,531	8,807	11 6	5 8
...	...	...	...	...	...
...	...	...	...	...	...
5,252	962	9,074	15,288	8 9	2 15
715	...	2,629	3,344	17 1	3 10
2,319	...	155	3,074	5 14	5 9
...	...	...	...	...	...
8,171	962	9,229	18,362	7 15	3 9
715	...	2,629	3,344	17 1	3 10
...	1,239	1,076	2,315	7 14	...
...	...	...	...	...	...
6,12,800	19,870	2,46,652	8,79,322	13 2	9 2
58,684	...	31,143	89,827	12 6	8 1
6,71,484	19,870	2,77,795	9,69,149	13 0	9 0

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
Sholapur—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	....	...	...	...
District Local Board—						
Boys	424	3,021	26,696	29,717	28,818	21,477
Girls	19	74	1,472	1,546	1,531	1,130
Municipal—						
Non-Local Authorities—						
Boys	5	210	775	985	1,017	760
Girls	3	20	314	334	332	257
Local Authorities—						
Sholapur City—						
Boys	29	905	8,022	8,927	8,789	6,375
Girls	13	145	2,265	2,410	2,351	1,831
Barsi—						
Boys	10	322	2,106	2,428	2,342	1,905
Girls	5	49	621	670	698	525
Pandharpur—						
Boys	12	604	2,412	3,016	3,033	2,401
Girls	3	63	674	737	737	596
Total, Local Authorities—						
Boys	51	1,831	12,540	14,371	14,164	10,681
Girls	21	257	3,560	3,817	3,786	2,952
Aided by—						
Government—						
Boys	3	116	1,055	1,171	1,187	1,099
Girls	1	7	95	102	120	108
District Local Board—						
Boys	40	13	1,521	1,534	1,415	1,230
Girls	...	...	...	...	...	...
Municipal Local Authorities—						
Boys	21	104	3,005	3,109	2,989	2,634
Girls	6	84	867	951	906	775
Total (Aided)—						
Boys	64	233	5,581	5,814	5,591	4,963
Girls	7	91	962	1,053	1,026	883
Unaided—						
Boys	1	...	17	17	16	11
Girls	1	3	44	47	47	31
Total—						
Boys	545	5,295	45,609	50,904	49,606	37,892
Girls	51	445	6,352	6,797	6,722	5,253
Total ...	596	5,740	51,961	57,701	56,328	43,145

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
2,47,308	49	1,24,224	3,71,581	15 0	8 9
15,356	...	...	15,356	10 0	10 0
10,143	...	1,617	11,760	11 9	10 0
3,074	...	528	3,602	10 4	9 14
37,175	28	76,877	1,14,080	13 0	4 4
11,755	...	18,808	30,563	13 0	5 0
12,407	668	19,752	32,827	14 0	5 5
3,718	...	6,861	10,579	15 2	5 5
14,548	7	22,786	37,341	12 5	4 13
4,606	...	4,606	9,212	12 8	6 4
64,130	703	1,19,415	1,84,248	13 0	4 8
20,079	...	30,275	50,354	13 5	5 5
14,847	...	1,378	16,225	13 11	12 8
2,647	...	...	2,647	22 1	22 1
944	949	6,931	8,824	6 4	0 10
...	...	...	...	...	...
9,092	9,417	13,856	32,365	10 13	3 1
4,390	35	9,365	13,790	15 4	4 14
24,883	10,366	22,165	57,414	10 4	4 7
7,037	35	9,365	16,437	16 0	6 14
...	...	1,082	1,082	67 10	...
...	...	870	870	18 8	...
3,46,464	11,118	2,68,503	6,26,085	12 10	7 0
45,546	35	41,038	86,619	12 14	6 12
3,92,010	11,153	3,09,541	7,12,704	12 10	6 15

District and Name or Class or Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7.
CENTRAL DIVISION—*contd.*						
Ahmednagar—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	592	3,333	28,182	31,515	31,829	25,815
Girls	47	160	2,729	2,889	2,778	2,287
Municipal—						
Non-Local Authorities—						
Boys	3	185	857	1,043	1,031	854
Girls	2	49	385	434	396	349
Local Authorities—						
Ahmednagar City—						
Boys	14	490	3,493	3,983	4,034	3,208
Girls	6	138	1,323	1,461	1,463	1,214
Ahmednagar Cantonment—						
Boys	2	88	497	585	590	507
Girls	2	1	170	171	159	138
Total, Local Authorities—						
Boys	16	578	3,990	4,568	4,624	3,715
Girls	8	139	1,493	1,632	1,622	1,352
Aided by—						
Government—						
Boys	1	45	140	185	200	168
Girls	2	52	146	198	191	175
District Local Board—						
Boys	103	424	4,126	4,550	4,398	3,774
Girls	8	64	378	442	446	311
Municipal Local Authorities—						
Boys	4	5	290	295	288	230
Girls	2	...	242	242	240	189
Total, (Aided)—						
Boys	108	474	4,556	5,030	4,886	4,172
Girls	12	116	766	882	877	675
Unaided—						
Boys	19	3	459	462	429	317
Girls	2	...	37	37	31	22
Total—						
Boys	738	4,574	38,044	42,618	42,799	34,873
Girls	71	464	5,410	5,874	5,704	4,685
Total ...	809	5,038	43,454	48,492	48,503	39,558

ɔs. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
3,97,704	1,323	98,783	4,97,810	15 10	12 8
34,580	...	10,121	44,701	16 1	12 7
9,564	250	3,617	13,431	13 0	9 4
3,000	...	1,500	4,500	11 6	7 9
27,012	2,346	33,509	62,867	15 9	6 11
9,904	...	12,293	22,197	15 3	6 12
2,704	1,106	4,241	8,051	13 10	4 9
851	...	1,525	2,376	14 15	5 6
29,716	3,452	37,750	70,918	15 5	6 7
10,755	...	13,818	24,573	15 2	6 10
2,045	...	2,028	4,073	20 6	10 4
1,735	...	5,212	6,947	36 6	9 1
20,731	469	56,792	77,992	17 12	4 11
3,180	...	10,150	13,330	29 14	7 2
2,102	...	3,014	5,116	17 12	7 5
1,860	...	949	2,809	11 11	7 12
24,878	469	61,834	87,181	17 13	5 1
6,775	...	16,311	23,086	26 5	7 12
...	36	3,845	3,881	9 1	...
...	...	481	481	15 8	...
4,61,862	5,530	2,05,829	6,73,221	15 12	10 13
55,110	...	42,231	97,341	17 1	9 11
5,16,972	5,530	2,48,060	7,70,562	15 14	10 11

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
East Khandesh—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	677	6,447	48,060	54,507	52,741	40,980
Girls	43	139	2,975	3,114	2,989	2,370
Municipal—						
Non-Local Authorities—						
Boys	42	2,054	9,657	11,711	9,565	7,766
Girls	20	146	2,445	2,591	2,481	1,854
Local Authorities—						
Jalgaon—						
Boys	12	674	2,506	3,180	3,193	2,659
Girls	4	135	1,044	1,179	1,202	966
Amalner—						
Boys	6	351	1,998	2,349	2,291	1,790
Girls	2	42	599	641	592	442
Total Local Authorities—						
Boys	18	1,025	4,504	5,529	5,484	4,449
Girls	6	177	1,643	1,820	1,794	1,408
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	10	...	452	452	430	359
Girls	...	...	...	...	...	...
Municipal Local Authorities—						
Boys	...	...	...	...	...	...
Girls	1	9	26	35	35	34
Total (Aided)—						
Boys	10	...	452	452	430	359
Girls	1	9	26	35	35	34
Unaided—						
Boys	1	...	27	27	22	19
Girls	...	...	...	...	...	...
Total—						
Boys	748	9,526	62,700	72,226	68,242	53,573
Girls	70	471	7,089	7,560	7,299	5,666
Total ...	818	9,997	69,789	79,786	75,541	59,239

NOS. 4 AND 5—*contd.*

Expenditure (District).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
5,57,717	21,024	1,77,773	7,56,514	14 6	10 9
29,712	...	4,269	33,981	11 6	9 15
85,875	5,662	55,876	1,47,413	15 7	9 0
21,146	...	11,305	32,451	13 1	8 8
16,996	1,230	29,266	47,492	14 14	5 5
6,404	...	11,846	18,250	15 3	5 5
14,140	17	18,635	32,792	14 5	6 3
3,932	...	5,585	9,517	16 1	6 10
31,136	1,247	47,901	80,284	14 10	5 11
10,236	...	17,431	27,767	15 8	5 12
...	...	...	...	...	...
...	...	...	...	...	...
999	...	3,273	4,272	9 15	2 5
...	...	...	...	...	...
...	...	...	...	...	...
215	...	593	808	23 1	6 2
999	...	3,273	4,272	9 15	2 5
215	...	593	808	23 1	6 2
...	...	548	548	24 15	...
...	...	...	...	...	...
6,75,727	27,933	2,85,371	9,89,031	14 8	9 14
61,409	...	33,598	95,007	13 0	8 7
7,37,136	27,933	3,18,969	10,84,038	14 6	9 12

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
West Khandesh—						
Government—						
Boys	1	60	247	307	299	259
Girls	...	...	...	...	...	...
District Local Board—						
Boys	349	2,795	26,410	29,205	29,132	21,521
Girls	16	46	1,187	1,233	1,230	889
Municipal—						
Non-Local Authorities—						
Boys	11	732	2,727	3,459	3,493	2,688
Girls	9	59	929	988	974	701
Local Authorities—						
Dhulia—						
Boys	16	859	3,248	4,107	3,946	3,138
Girls	10	272	1,921	2,193	2,034	1,579
Nandurbar—						
Boys	5	367	1,226	1,593	1,572	1,307
Girls	3	37	475	512	514	411
Total Local Authorities—						
Boys	21	1,226	4,474	5,700	5,518	4,445
Girls	13	309	2,396	2,705	2,548	1,990
Aided by—						
Government—						
Boys	1	5	81	86	99	88
Girls	...	...	...	...	...	...
District Local Board—						
Boys	44	56	1,412	1,468	1,459	1,193
Girls	2	...	61	61	64	53
Municipal Local Authorities—						
Boys	1	39	40	79	85	76
Girls	1	13	47	60	60	52
Total (Aided)—						
Boys	46	100	1,533	1,633	1,643	1,357
Girls	3	13	108	121	124	105
Unaided—						
Boys	15	5	423	428	400	316
Girls	...	...	...	...	...	...
Total—						
Boys	443	4,918	35,814	40,732	40,485	30,586
Girls	41	427	4,620	5,047	4,876	3,685
Total ...	484	5,345	40,434	45,779	45,361	34,271

NOS. 4 AND 5—*contd.*

Expenditure (District).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
7,032	...	...	7,032	23 8	23 8
...	...	...	...	...	...
2,64,216	55	86,041	3,50,312	12 0	9 1
10,608	...	4,183	14,791	12 0	8 10
80,313	18	11,750	41,981	12 0	8 10
8,401	...	3,322	11,723	12 1	8 10
23,874	...	29,055	52,929	13 7	6 1
12,306	...	14,972	27,278	13 7	6 1
8,816	526	12,558	21,900	13 15	5 10
2,939	...	4,363	7,302	14 3	5 11
32,690	526	41,613	74,829	13 9	5 15
15,245	...	19,335	34,580	13 9	6 0
1,135	...	...	1,135	11 7	11 7
...	...	...	...	...	...
3,277	...	9,140	12,417	8 8	2 8
68	...	472	540	8 7	1 1
264	...	1,806	2,070	24 6	3 2
147	...	1,335	1,482	24 11	2 7
4,676	...	10,946	15,622	9 8	2 14
215	...	1,807	2,022	16 5	1 12
...	...	2,778	2,778	6 15	...
...	...	...	...	...	...
3,38,827	599	1,53,128	4,92,554	12 3	8 6
34,469	...	28,647	63,116	12 15	7 1
3,73,296	599	1,81,775	5,55,670	12 4	8 4

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*concld.*						
Abstract.						
Government—						
Boys	6	255	890	1,145	1,131	977
Girls	3	52	419	471	449	371
District Local Board—						
Boys	3,468	25,515	213,858	239,373	231,020	180,622
Girls	236	682	14,501	15,183	14,692	11,485
Municipal—						
Non-Local Authorities—						
Boys	110	5,152	21,890	27,042	25,381	20,395
Girls	61	645	7,401	8,046	7,685	6,065
Local Authorities—						
Boys	166	6,186	36,131	42,317	41,467	32,924
Girls	81	1,636	15,744	17,380	16,823	13,754
Aided by—						
Government—						
Boys	6	183	1,397	1,580	1,615	1,452
Girls	6	158	783	941	929	817
District Local Board—						
Boys	361	612	13,605	14,217	13,613	11,466
Girls	25	90	1,151	1,241	1,203	993
Municipal Local Authorities—						
Boys	75	312	12,902	13,214	12,619	10,877
Girls	27	211	3,375	3,586	3,499	2,962
Total (Aided)—						
Boys	442	1,107	27,904	29,011	27,847	23,795
Girls	58	459	5,309	5,768	5,631	4,772
Unaided—						
Boys	57	8	1,810	1,818	1,620	1,327
Girls	4	3	169	172	155	95
Total—						
Boys	4,249	38,223	302,483	340,706	328,466	260,040
Girls	443	3,477	43,543	47,020	45,435	36,542
Total ...	4,692	41,700	346,026	387,726	373,901	296,582
NORTHERN DIVISION.						
Ahmedabad—						
Government—						
Boys	4	72	619	691	633	536
Girls	1	47	215	262	260	224
District Local Board—						
Boys	302	3,254	19,900	23,154	21,626	17,791
Girls	48	488	2,924	3,412	3,270	2,527

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
30,110	743	...	30,853	27 4	26 10
16,932	...	...	16,932	37 11	37 11
24,01,054	50,571	7,06,454	31,58,079	13 11	10 6
1,55,546	...	35,383	1,90,929	13 0	10 9
2,28,989	10,860	1,10,116	3,49,965	13 13	9 0
66,391	...	29,867	96,258	12 8	8 10
2,33,967	13,378	3,70,822	6,18,167	14 15	5 10
1,04,231	...	1,61,105	2,65,336	15 12	6 3
18,677	278	5,400	24,355	15 1	11 9
10,582	2,282	11,226	24,090	25 15	11 6
43,778	3,081	1,09,629	1,56,488	11 8	3 3
7,233	...	19,171	26,404	21 15	6 0
56,121	45,100	1,05,886	2,07,107	16 7	4 7
17,674	8,915	40,169	66,758	19 1	5 1
1,18,576	48,459	2,20,915	3,87,950	13 15	4 4
35,489	11,197	70,566	1,17,252	20 13	6 5
...	2,233	13,653	15,886	9 13	...
...	...	2,098	2,098	13 9	...
30,12,696	1,26,244	14,21,960	45,60,900	13 14	9 3
3,78,589	11,197	2,99,019	6,88,805	15 3	8 5
33,91,285	1,37,441	17,20,979	52,49,705	14 1	9 1
15,468	722	...	16,190	25 9	24 7
6,622	...	...	6,622	25 8	25 8
3,16,290	12,405	33,275	3,61,970	16 12	14 10
49,437	...	...	49,437	15 2	15 2

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Ahmedabad—*concld.*						
Municipal—						
Non-Local Authorities—						
Boys	15	598	3,225	3,823	3,734	3,088
Girls	8	180	1,400	1,580	1,560	1,184
Local Authorities—						
Ahmedabad—						
Boys	94	1,459	18,216	19,675	18,589	15,073
Girls	43	982	8,149	9,131	8,962	7,814
Ahmedabad Cantonment—						
Boys	1	...	103	103	105	78
Girls	...	...	...	...	...	...
Viramgam—						
Boys	8	227	1,327	1,554	1,472	1,275
Girls	3	71	645	716	700	558
Total Local Authorities—						
Boys	103	1,686	19,646	21,332	20,166	16,426
Girls	46	1,053	8,794	9,847	9,662	8,372
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	49	224	2,070	2,294	2,264	1,900
Girls	9	34	439	473	476	374
Municipal Local Authorities—						
Boys	26	26	2,235	2,261	2,197	1,806
Girls	10	264	1,496	1,760	1,702	1,400
Total (Aided)—						
Boys	75	250	4,305	4,555	4,461	3,706
Girls	19	298	1,935	2,233	2,178	1,774
Unaided—						
Boys	12	6	677	683	614	487
Girls	2	92	297	389	385	356
Total—						
Boys	511	5,866	48,372	54,238	51,234	42,094
Girls	124	2,158	15,565	17,723	17,315	14,437
Total ...	635	8,024	63,937	71,961	68,549	56,471
Kaira—						
Government—						
Boys	1	...	44	44	40	33
Girls	...	...	...	...	...	...
District Local Board—						
Boys	320	5,898	25,972	31,870	30,751	24,496
Girls	64	886	5,357	6,243	6,088	5,661

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
20,619	3,017	18,424	42,060	11 4	5 8
7,128	...	8,424	15,552	10 0	4 9
...	...	4,04,633	4,04,633	21 12	...
...	...	1,95,934	1,95,934	21 14	...
320	...	1,205	1,525	14 8	2 1
...	...	...	...	...	...
9,865	1,115	11,035	22,015	14 15*	6 11
3,573	...	4,376	7,949	11 6	5 2
10,185	1,115	4,16,873	4,28,173	21 3	0 8
3,573	...	2,00,310	2,03,883	20 8	0 6
...	...	...	...	...	...
...	...	...	...	...	...
7,935	2,626	21,484	32,045	14 2	3 8
1,388	...	4,096	5,484	11 8	2 15
6,461	...	24,278	30,739	13 12	2 15
14,818	...	20,540	35,358	20 12	8 11
14,396	2,626	45,762	62,784	15 0	3 4
16,206	...	24,636	40,842	18 12	7 7
...	1,355	7,928	9,283	15 2	...
...	...	16,456	16,456	42 12	...
3,76,958	21,240	5,22,262	9,20,460	17 15	7 6
82,966	...	2,49,826	3,32,792	19 4	4 13
4,59,924	21,240	7,72,088	12,53,252	18 5	6 11
924	...	...	924	23 2	23 2
...	...	...	...	...	...
3,73,192	11,692	23,085	4,07,969	13 4	12 2
76,529	...	5,125	81,654	13 7	12 9

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Kaira—*concld.*						
Municipal—						
Non-Local Authorities—						
Boys	27	746	3,945	4,691	4,678	3,872
Girls	10	336	1,959	2,295	2,323	1,807
Local Authorities—						
Nadiad—						
Boys	9	272	2,162	2,434	2,410	2,135
Girls	6	142	1,350	1,492	1,495	1,168
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	1	85	127	212	193	166
District Local Board—						
Boys	216	276	7,436	7,712	7,297	6,459
Girls	20	138	1,118	1,256	1,197	937
Municipal Local Authorities—						
Boys	9	44	571	615	574	463
Girls	...	...	...	...	...	...
Total (Aided)—						
Boys	225	320	8,007	8,327	7,871	6,922
Girls	21	223	1,245	1,468	1,390	1,103
Unaided—						
Boys	49	...	813	813	627	504
Girls	...	...	...	...	...	...
Total—						
Boys	631	7,236	40,943	48,179	46,377	37,962
Girls	101	1,587	9,911	11,498	11,296	9,759
Total ...	732	8,823	50,854	59,677	57,673	47,721
Panch Mahals—						
Government—						
Boys	1	1	55	56	67	55
Girls	..	...	...	...	...	...
District Local Board—						
Boys	154	1,475	8,754	10,229	9,748	7,298
Girls	20	238	1,389	1,627	1,522	1,137

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
38,549	2,629	21,487	62,665	13 4	8 4
19,836	...	11,179	31,015	13 6	8 8
16,479	1,913	15,746	34,138	14 3	6 13
11,330	...	11,340	22,670	15 3	7 9
...	...	...	...	...	...
2,080	...	2,561	4,641	23 15	10 12
17,335	1,368	70,002	88,705	12 3	2 6
5,738	108	10,107	15,953	13 5	4 13
3,748	219	4,292	8,259	14 6	6 8
...	...	...	...	...	...
21,083	1,587	74,294	96,964	13 3	2 2
7,818	108	12,668	20,594	14 13	5 10
...	...	6,472	6,472	10 5	
...	...	...	...	...	...
4,50,227	17,821	1,41,084	6,09,132	13 2	9 11
1,15,513	108	40,312	1,55,933	13 13	10 4
5,65,740	17,929	1,81,396	7,65,065	13 4	9 13
1,320	...	...	1,320	19 11	19 11
...	...	...	...	...	...
1,33,474	2,961	14,997	1,51,432	15 9	13 11
23,862	...	2,590	26,452	17 6	15 2

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Panch Mahals—*concld.*						
Municipal—						
Non-Local Authorities—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Authorities—						
Godhra—						
Boys	7	128	1,420	1,548	1,528	1,332
Girls	4	79	641	720	715	533
Dohad—						
Boys	5	104	842	946	899	700
Girls	3	52	609	661	656	488
Total, Local Authorities—						
Boys	12	232	2,262	2,494	2,427	2,032
Girls	7	131	1,250	1,381	1,371	1,021
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	1	85	127	212	212	195
District Local Board—						
Boys	30	21	1,533	1,554	1,464	1,124
Girls	1	2	39	41	38	22
Municipal Local Authorities—						
Boys	17	...	1,950	1,950	1,829	1,609
Girls	17	...	1,308	1,308	1,329	1,177
Total (Aided)—						
Boys	47	21	3,483	3,504	3,293	2,733
Girls	19	87	1,474	1,561	1,579	1,394
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	214	1,729	14,554	16,283	15,535	12,118
Girls	46	456	4,113	4,569	4,472	3,552
Total ...	260	2,185	18,667	20,852	20,007	15,670

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
7,115	.....	12,526	19,641	12 3	4 1
3,205	.....	6,200	9,405	13 2	4 8
13,153	.....	.....	13,153	14 10	14 10
11,349	.....	.....	11,349	17 5	17 5
20,268	.....	12,526	32,794	13 2	8 6
14,554	.....	6,200	20,754	15 2	2 8
.....	.....	.....	.....	.....	.....
2,496	.....	4,317	6,813	32 2	12 12
3,433	1,216	11,729	16,378	11 3	2 6
44	.....	105	149	4 15	1 3
4,190	274	7,860	12,324	6 12	2 5
2,517	.....	2,884	5,401	4 1	1 14
7,623	1,490	19,589	28,702	8 11	2 5
5,057	.....	7,306	12,363	7 13	3 3
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
1,62,685	4,451	47,112	2,14,248	13 13	10 7
43,473	.....	16,096	59,569	13 5	9 12
2,06,158	4,451	63,208	2,73,817	13 10	10 4

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Broach—						
Government—						
Boys	1	...	24	24	22	20
Girls	...	...	...	...	...	...
District Local Board—						
Boys	241	2,727	14,411	17,138	16,887	12,859
Girls	31	277	1,841	2,118	2,032	1,577
Municipal—						
Non-Local Authorities—						
Boys	11	219	1,445	1,664	1,656	1,394
Girls	4	65	691	756	737	618
Local Authorities—						
Broach—						
Boys	13	343	2,927	3,270	3,123	2,510
Girls	9	201	1,434	1,635	1,545	1,191
Aided by—						
Government—						
Boys	1	61	82	143	152	133
Girls	...	...	...	...	...	...
District Local Board—						
Boys	12	...	303	303	312	234
Girls	4	42	213	255	252	208
Municipal Local Authorities—						
Boys	7	...	485	485	458	366
Girls	2	...	180	180	175	150
Total (Aided)—						
Boys	20	61	870	931	922	733
Girls	6	42	393	435	427	358
Unaided—						
Boys	1	...	30	30	29	26
Girls	3	...	96	96	94	74
Total—						
Boys	287	3,350	19,707	23,057	22,639	17,542
Girls	53	585	4,455	5,040	4,835	3,818
Total ...	340	3,935	24,162	28,097	27,474	21,360

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
498	...	...	498	22 10	22 10
...	...	...	...	...	...
2,26,710	6,267	19,454	2,52,431	14 15	13 7
23,150	...	5,646	28,796	14 3	11 6
15,804	...	9,222	25,026	15 2	9 9
3,837	...	4,467	8,304	11 4	5 3
16,403	597	20,254	37,254	11 15	5 4
11,349	...	25,566	36,915	23 14	7 6
1,635	...	1,627	3,262	21 7	10 12
...	...	...	...	...	...
799	7	2,895	3,701	11 14	2 9
829	...	1,721	2,550	10 2	3 5
2,863	...	6,745	9,608	21 0	6 4
726	263	2,491	3,480	19 14	4 2
5,297	7	11,267	16,571	18 0	5 12
1,555	263	4,212	6,080	14 2	3 10
...	...	110	110	3 13	...
...	...	662	662	7 1	...
2,64,712	6,871	60,307	3,31,890	14 11	11 11
39,891	263	40,553	80,707	16 11	8 4
3,04,603	7,134	1,00,860	4,12,597	15 0	11 1

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Surat—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	380	4,927	34,726	39,653	40,336	30,101
Girls	50	872	3,876	4,748	4,641	3,329
Municipal—						
Non-Local Authorities—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Authorities—						
Surat—						
Boys	38	986	9,439	10,425	10,072	8,153
Girls	19	271	3,918	4,189	4,080	3,072
Bulsar—						
Boys	5	111	1,208	1,319	1,250	978
Girls	3	85	681	766	751	538
Rander—						
Boys	4	148	602	745	713	566
Girls	2	54	446	500	472	357
Total Local Authorities—						
Boys	47	1,240	11,249	12,489	12,035	9,697
Girls	24	410	5,045	5,455	5,303	3,967
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	33	88	1,495	1,583	1,556	1,172
Girls	8	116	397	513	512	432
Municipal Local Authorities—						
Boys	9	...	1,146	1,146	1,117	969
Girls	12	65	1,464	1,529	1,481	1,247
Total (Aided)—						
Boys	42	88	2,641	2,729	2,673	2,141
Girls	20	181	1,861	2,042	1,993	1,679

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
3,78,463	29,701	59,025	4,67,189	11 9	9 6
49,550	...	7,750	57,300	12 5	10 11
...	...	...	...	...	...
...	...	...	...	...	...
68,380	...	75,013	1,43,393	14 4	6 13
34,916	...	37,506	72,422	17 9	8 5
8,450	...	9,986	18,436	14 12	6 12
4,688	...	6,553	11,241	14 14	6 4
4,000	...	5,588	9,588	13 5	5 10
2,288	...	3,232	5,520	11 11	5 3
80,830	...	90,587	1,71,417	14 4	6 11
41,892	...	47,291	89,183	16 13	7 14
...	...	...	...	...	...
...	...	...	...	...	...
5,539	234	12,154	17,927	11 8	3 9
2,668	...	11,078	13,746	26 13	5 3
5,984	...	11,406	17,390	15 8	5 6
10,980	...	18,578	29,558	19 15	7 6
11,523	234	23,560	35,317	13 3	4 5
13,648	...	29,656	43,304	21 12	6 10

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*concld.*						
Surat—*concld.*						
Unaided—						
Boys	6	44	614	658	647	465
Girls	3	...	418	418	409	291
Total—						
Boys	475	6,299	49,230	55,529	55,691	42,404
Girls	97	1,463	11,200	12,663	12,346	9,266
Total ...	572	7,762	60,430	68,192	68,037	51,670
Abstract—Northern Division						
Government—						
Boys	7	73	742	815	762	644
Girls	1	47	215	262	260	224
District Local Board—						
Boys	1,397	18,281	103,763	122,044	119,348	92,545
Girls	213	2,761	15,387	18,148	17,553	14,251
Municipal—						
Non-Local Authorities—						
Boys	53	1,563	8,615	10,178	10,068	8,354
Girls	22	581	4,050	4,631	4,620	3,609
Local Authorities—						
Boys	184	3,773	38,246	42,019	40,161	32,800
Girls	92	1,937	17,873	19,810	19,376	15,719
Aided by—						
Government—						
Boys	1	61	82	143	152	133
Girls	2	170	254	424	405	361
District Local Boards—						
Boys	340	609	12,837	13,446	12,893	10,889
Girls	42	332	2,206	2,538	2,475	1,973
Municipal Local Authorities—						
Boys	68	70	6,387	6,457	6,175	5,213
Girls	41	329	4,448	4,777	4,687	3,974
Total (Aided)—						
Boys	409	740	19,306	20,046	19,220	16,235
Girls	85	831	6,908	7,739	7,567	6,308
Unaided—						
Boys	68	50	2,134	2,184	1,917	1,482
Girls	8	92	811	903	888	721
Total—						
Boys	2,118	24,480	172,806	197,286	191,476	152,060
Girls	421	6,249	45,244	51,493	50,264	40,832
Total ...	2,539	30,729	218,050	248,779	241,740	192,892

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	9,955	9,955	15 6	...
...	...	6,773	6,773	15 9	...
4,70,816	29,935	1,83,127	6,83,878	12 1	8 7
1,05,090	...	91,470	1,96,560	15 11	8 8
5,75,906	29,935	2,74,597	8,80,438	12 15	8 7
18,210	722	...	18,932	24 14	23 14
6,622	...	...	6,622	25 8	25 8
14,28,129	63,026	1,49,836	16,40,991	13 12	11 15
2,22,528	...	21,111	2,43,639	13 14	12 11
74,972	5,646	49,133	1,29,751	12 14	7 7
30,801	...	24,070	54,871	11 11	6 11
1,44,165	3,625	5,55,986	7,03,776	17 8	3 9
82,698	...	2,90,707	3,73,405	19 4	4 4
1,635	...	1,627	3,262	21 7	10 12
4,576	...	6,878	11,454	28 4	11 5
35,041	5,451	1,18,264	1,58,756	12 5	2 11
10,667	108	27,107	37,882	15 5	4 5
23,246	498	54,581	78,320	12 11	3 12
29,041	263	44,493	73,797	15 12	6 3
59,922	5,944	1,74,472	2,40,338	12 8	3 2
44,284	371	78,478	1,23,133	16 4	5 14
...	1,355	24,465	25,820	13 13	...
...	...	23,891	23,891	26 15	...
17,25,398	80,318	9,53,892	27,59,608	14 12	9 0
3,86,933	371	4,38,257	8,25,561	16 7	7 11
21,12,331	80,689	13,92,149	35,85,169	14 13	8 12

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SOUTHERN DIVISION.						
Dharwar—						
Government—						
Boys	3	77	775	852	805	695
Girls	1	56	204	260	259	246
District Local Board—						
Boys	524	4,787	37,535	42,322	41,304	30,285
Girls	78	61	4,965	5,026	5,074	3,314
Municipal—						
Non-Local Authorities—						
Boys	15	643	2,420	3,063	3,108	2,248
Girls	8	36	1,156	1,192	1,170	862
Local Authorities—						
Dharwar—						
Boys	15	304	2,276	2,580	2,571	1,876
Girls	9	27	1,211	1,238	1,316	883
Hubli—						
Boys	18	912	4,694	5,606	5,623	3,955
Girls	11	193	2,402	2,595	2,554	1,879
Gadag—						
Boys	15	437	2,246	2,683	2,706	2,025
Girls	8	93	1,308	1,401	1,409	1,122
Total Local Authorities—						
Boys	48	1,653	9,216	10,869	10,900	7,856
Girls	28	313	4,921	5,234	5,279	3,884
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	149	38	5,489	5,527	5,245	4,531
Girls	1	...	27	27	26	20
Municipal Local Authorities—						
Boys	15	119	1,511	1,630	1,573	1,339
Girls	3	51	224	275	261	226
Total (Aided)—						
Boys	164	157	7,000	7,157	6,818	5,870
Girls	4	51	251	302	287	246

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
14,294	831	...	15,125	18 13	17 12
5,861	...	...	5,861	22 10	22 10
4,28,990	16,130	48,136	4,93,256	11 12	10 6
89,681	...	11,207	1,00,888	19 14	17 11
30,238	845	5,604	36,687	11 13	9 12
12,451	...	3,903	16,354	14 0	10 10
17,055	...	22,554	39,609	15 6	6 10
7,159	...	9,268	16,427	12 8	5 7
37,608	...	46,282	83,890	14 15	6 11
15,114	...	17,844	32,958	12 14	5 15
13,933	3	24,345	38,281	14 2	5 2
9,050	...	13,112	22,162	15 12	6 7
68,596	3	93,181	1,61,780	14 13	6 5
31,323	...	40,224	71,547	13 9	5 15
...	...	...	...	...	...
...	...	...	...	...	...
14,244	1,524	13,493	29,261	5 9	2 11
90	...	100	190	7 5	3 7
6,008	853	9,788	16,649	10 9	3 13
599	...	1,932	2,531	9 11	2 5
20,252	2,377	23,281	45,910	6 12	2 15
689	...	2,032	2,721	9 7	2 6

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SOUTHERN DIVISION—*contd.*						
Dharwar—*contd.*						
Unaided—						
Boys	33	93	1,919	2,012	1,859	1,669
Girls	...	...	...	...	...	...
Total—						
Boys	787	7,410	58,865	66,275	64,794	48,623
Girls	119	517	11,497	12,014	12,069	8,552
Total ...	906	7,927	70,362	78,289	76,863	57,175
Belgaum—						
Government—						
Boys	...	...	...	...	...	...
Girls	1	5	61	66	65	60
District Local Board—						
Boys	562	5,331	35,884	41,215	40,934	31,308
Girls	59	127	3,970	4,097	4,059	2,952
Municipal—						
Non-Local Authorities—						
Boys	27	1,225	5,616	6,841	6,825	5,159
Girls	14	150	2,377	2,527	2,439	1,867
Local Authorities—						
Nipani—						
Boys	7	145	999	1,144	1,162	953
Girls	3	32	323	355	341	255
Belgaum Cantonment—						
Boys	1	...	417	417	369	300
Girls	...	...	...	...	...	...
Total Local Authorities—						
Boys	8	145	1,416	1,561	1,531	1,253
Girls	3	32	323	355	341	255
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	50	195	2,464	2,659	2,640	2,277
Girls	3	...	142	142	113	101

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	214	17,658	17,872	9 10	...
...	...	...	...	...	...
5,62,370	20,400	1,87,860	7,70,630	11 14	8 11
1,40,005	...	57,366	1,97,371	16 6	11 10
7,02,375	20,400	2,45,226	9,68,001	12 10	9 2
...	...	...	...	...	.....
1,931	...	...	1,931	20 8	20 8
3,66,760	...	1,25,283	4,92,043	12 0	8 10
38,582	...	13,908	52,490	10 7	9 8
67,511	...	20,748	88,259	12 14	9 14
23,471	...	8,069	31,540	12 15	10 0
7,422	2	11,832	19,256	16 9	6 7
1,957	...	3,051	5,008	14 10	5 12
1,507	1	3,098	4,606	12 8	4 1
...	...	...	...	...	...
8,929	3	14,930	23,862	15 9	5 13
1,957	...	3,051	5,008	14 10	5 12
...	...	...	...	...	...
...	...	...	...	...	...
8,315	3,729	14,495	26,539	10 0	3 2
376	...	999	1,375	12 2	3 5

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SOUTHERN DIVISION—*contd.*						
Belgaum—*contd.*						
Municipal Local Authorities—						
Boys	3	...	106	106	106	90
Girls	2	...	226	226	204	177
Total (Aided)—						
Boys	53	195	2,570	2,765	2,746	2,367
Girls	5	...	368	368	317	278
Unaided—						
Boys	10	24	303	327	319	272
Girls	...	...	...	...	...	...
Total—						
Boys	660	6,920	45,789	52,709	52,355	40,359
Girls	82	314	7,099	7,413	7,221	5,412
Total ...	742	7,234	52,888	60,122	59,576	45,771
Bijapur—						
Government—						
Boys	1	3	93	96	92	88
Girls	3	...	163	163	141	133
District Local Board—						
Boys	411	4,028	22,248	26,276	26,177	20,704
Girls	38	108	2,078	2,186	2,304	1,755
Municipal—						
Non-Local Authorities—						
Boys	8	295	1,096	1,391	1,349	1,099
Girls	3	26	354	380	355	304
Local Authorities—						
Bagalkot—						
Boys	9	159	1,265	1,424	1,410	1,096
Girls	4	15	484	499	502	396
Bijapur—						
Boys	19	603	2,793	3,396	3,278	2,588
Girls	10	91	1,124	1,215	1,175	903
Total, Local Authorities—						
Boys	28	762	4,058	4,820	4,688	3,684
Girls	14	106	1,608	1,714	1,677	1,299

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
190	...	647	837	7 14	1 13
55	...	2,157	2,212	10 13	0 4
8,505	3,729	15,142	27,376	9 15	3 2
431	...	3,156	3,587	11 5	1 6
...	72	1,371	1,443	4 8	...
...	...	...	...	...	...
4,51,705	3,804	1,77,474	6,32,983	12 1	8 10
66,372	...	28,184	94,556	13 1	9 3
5,18,077	3,804	2,05,658	7,27,539	12 3	8 11
3,242	...	...	3,242	35 4	35 4
2,027	...	...	2,027	14 6	14 6
3,45,537	12,155	36,356	3,94,048	15 0	13 3
32,029	...	...	32,029	14 11	14 11
12,158	101	6,731	19,040	12 10	9 0
4,911	...	...	4,911	13 13	13 13
10,725	54	9,570	20,349	14 7	7 10
2,350	...	6,360	8,710	17 6	4 11
17,717	...	30,852	48,569	14 13	5 6
13,454	...	14,581	28,035	23 14	11 7
28,442	54	40,422	68,918	14 11	6 1
15,804	...	20,941	36,745	14 9	9 7

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SOUTHERN DIVISION—*contd.*						
Bijapur—*contd.*						
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	119	149	4,311	4,460	4,475	3,349
Girls	4	9	214	223	224	196
Municipal Local Authorities—						
Boys	8	5	742	747	711	589
Girls	2	...	122	122	124	118
Total (Aided)—						
Boys	127	154	5,053	5,207	5,186	4,438
Girls	6	9	336	345	348	314
Unaided—						
Boys	24	13	746	759	734	639
Girls	...	...	...	...	...	...
Total—						
Boys	599	5,255	33,294	38,549	38,226	30,652
Girls	64	249	4,539	4,788	4,825	3,805
Total ...	663	5,504	37,833	43,337	43,051	34,457
Kanara—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	245	1,435	12,709	14,144	13,323	10,315
Girls	20	119	1,348	1,467	1,408	1,114
Municipal—						
Non-Local Authorities—						
Boys	23	527	3,462	3,989	3,914	3,073
Girls	9	142	1,386	1,528	1,452	1,105
Local Authorities						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
13,380	2,286	10,805	26,471	5 15	2 12
1,249	...	4,389	5,638	25 3	5 9
4,503	279	...	4,782	6 11	6 5
603	...	...	603	4 14	4 14
17,883	2,565	10,805	31,253	6 0	3 7
1,852	...	4,389	6,241	17 15	5 5
...	560	2,163	2,723	3 11	...
...	...	...	...	...	...
4,07,262	15,435	96,527	5,19,224	13 9	10 1
56,623	...	25,330	81,953	16 15	11 12
4,63,885	15,435	1,21,857	6,01,177	13 15	10 12
...	...	...	...	...	...
...	...	...	...	...	...
1,93,087	5,622	18,545	2,17,254	16 5	14 8
19,178	...	...	19,178	13 10	13 10
40,186	2,138	20,093	62,417	15 15	10 5
10,317	...	5,158	15,475	10 10	7 2
...	...	...	...	...	...
...	...	...	...	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SOUTHERN DIVISION—*contd.*						
Kanara—*contd.*						
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	53	27	1,998	2,025	1,961	1,597
Girls	2	...	74	74	76	64
Municipal Local Authorities—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total (Aided)—						
Boys	53	27	1,998	2,025	1,961	1,597
Girls	2	...	74	74	76	64
Unaided—						
Boys	6	6	232	238	231	175
Girls	...	...	...	...	...	...
Total—						
Boys	327	1,995	18,401	20,396	19,429	15,160
Girls	31	261	2,808	3,069	2,936	2,283
Total ...	358	2,256	21,209	23,465	22,365	17,443
Abstract—Southern Division.						
Government—						
Boys	4	80	868	948	897	783
Girls	5	61	428	489	465	439
District Local Board—						
Boys	1,742	15,581	108,376	123,957	121,788	92,612
Girls	195	415	12,361	12,776	12,845	9,135
Municipal—						
Non-Local Authority—						
Boys	73	2,690	12,594	15,284	15,196	11,579
Girls	34	354	5,273	5,627	5,416	4,138
Local Authorities—						
Boys	84	2,560	14,690	17,250	17,119	12,793
Girls	45	451	6,852	7,303	7,297	5,438

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
4,785	897	5,346	11,028	5 10	2 7
77	...	100	177	2 5	1 0
...	...	...	...	...	...
...	...	...	...	...	...
4,785	897	5,346	11,028	5 10	2 7
77	...	100	177	2 5	1 0
...	60	650	710	3 1	...
...	...	...	...	...	...
2,38,058	8,717	44,634	2,91,409	15 0	12 4
29,572	...	5,258	34,830	11 14	10 1
2,67,630	8,717	49,892	3,26,239	14 9	11 15
17,536	831	...	18,367	20 8	19 9
9,819	...	...	9,819	21 2	21 2
13,34,374	33,907	2,28,320	15,96,601	13 2	10 15
1,79,470	...	25,115	2,04,585	15 5	14 0
1,50,093	3,084	53,226	2,06,403	13 9	9 14
51,150	...	17,130	68,280	12 10	9 7
1,05,967	60	1,48,533	2,54,560	14 14	6 3
49,084	...	64,216	1,13,300	15 8	6 12

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
Abstract, Southern Division—concld.						
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Boards—						
Boys	371	409	14,262	14,671	14,321	12,254
Girls	10	9	457	466	439	381
Municipal Local Authorities—						
Boys	26	124	2,359	2,483	2,390	2,018
Girls	7	51	572	623	589	521
Total (Aided)—						
Boys	397	533	16,621	17,154	16,711	14,272
Girls	17	60	1,029	1,089	1,028	902
Unaided—						
Boys	73	136	3,200	3,336	3,143	2,755
Girls	...	...	...	...	...	...
Total—						
Boys	2,373	21,580	156,349	177,929	174,804	134,794
Girls	296	1,341	25,943	27,284	27,051	20,052
Total ...	2,669	22,921	182,292	205,213	201,855	154,846
Abstract, Bombay Province—						
Government—						
Boys	22	526	2,763	3,289	3,131	2,713
Girls	9	160	1,062	1,222	1,174	1,034
District Local Board—						
Boys	8,463	70,538	547,433	617,971	597,383	462,734
Girls	740	4,368	49,362	53,730	52,419	40,567
Municipal—						
Non-Local Authorities—						
Boys	323	11,695	56,587	68,282	66,098	52,638
Girls	147	2,174	21,471	23,645	23,035	17,774
Local Authorities—						
Boys	740	16,715	148,409	165,124	162,600	129,266
Girls	371	5,912	69,285	75,197	74,476	58,120
Total—Municipal—						
Boys	1,063	28,410	204,996	233,406	228,698	181,904
Girls	518	8,086	90,756	98,842	97,511	75,894

NOS. 4 AND 5—*contd.*

Expenditure (Direct).				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
40,724	8,436	44,139	93,299	6 8	2 13
1,792	...	5,588	7,380	16 13	4 1
10,701	1,132	10,435	22,268	9 5	4 8
1,257	...	4,089	5,346	9 1	2 2
51,425	9,568	54,574	1,15,567	6 15	8 1
3,049	...	9,677	12,726	12 6	2 15
...	906	21,842	22,748	7 4	...
...	...	...	...	...	...
16,59,395	48,356	5,06,495	22,14,246	12 11	9 8
2,92,572	...	1,16,138	4,08,710	15 2	10 13
19,51,967	48,356	6,22,633	26,22,956	12 15	9 11
83,078	2,296	...	85,374	27 4	26 9
33,373	...	...	33,373	28 1	28 1
62,77,429	1,95,138	14,07,895	78,80,462	13 3	10 8
6,20,707	...	1,04,729	7,25,436	13 13	11 13
5,87,409	30,132	2,56,959	8,74,500	13 4	8 14
1,95,635	...	88,640	2,84,275	12 5	8 8
10,51,387	35,405	27,15,551	38,02,343	23 6	6 7
5,14,488	7,041	13,35,713	18,57,242	24 15	6 15
16,38,796	65,537	29,72,510	46,76,843	20 7	7 3
7,10,123	7,041	14,24,353	21,41,517	21 15	7 5

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
Abstract, Bombay Province—concld.						
Aided by—						
Government—						
Boys	8	251	1,571	1,822	1,854	1,671
Girls	8	328	1,037	1,365	1,334	1,178
District Local Boards—						
Boys	1,324	1,769	54,904	56,673	54,426	46,027
Girls	83	507	4,451	4,958	4,799	3,936
Municipal Local Authorities—						
Boys	280	553	39,011	39,564	38,002	32,344
Girls	105	937	13,859	14,796	14,259	12,028
Total—(Aided)—						
Boys	1,612	2,573	95,486	98,059	94,282	80,042
Girls	196	1,772	19,347	21,119	20,392	17,442
Unaided—						
Boys	263	260	11,097	11,357	10,570	8,897
Girls	15	95	1,209	1,304	1,261	1,006
Grand Total—						
Boys	11,423	102,307	861,775	964,082	934,064	736,290
Girls	1,478	14,481	161,736	176,217	172,757	135,643
Total ...	12,901	116,788	1,023,511	1,140,299	1,106,821	871,933

NOS. 4 AND 5—*concld.*

Expenditure (Direct).				Average annual cost, per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
22,281	278	7,027	29,586	15 15	12 0
15,158	2,682	18,104	35,544	26 10	11 5
1,57,894	50,758	3,59,954	5,68,606	10 7	2 14
22,657	108	62,687	85,452	17 15	4 12
1,26,436	2,49,757	5,01,475	8,77,668	23 1	3 5
58,899	69,648	2,62,346	3,90,893	27 7	4 2
3,06,611	3,00,793	8,68,456	14,75,860	15 10	3 4
96,714	72,088	3,43,137	5,11,889	25 2	4 12
...	38,500	1,30,854	1,69,354	16 0	....
...	5,530	30,864	36,394	28 14	...
83,05,914	6,02,264	53,79,715	1,42,87,893	15 0	8 14
14,60,917	84,609	19,03,083	34,48,609	19 15	8 7
97,66,881	6,86,873	72,82,798	1,77,36,502	16 0	8 13

SUBSIDIARY

Statistical Return of Schools for Special or Technical

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
ART SCHOOLS.					
Government.					
Bombay—					
Sir J. J. School of Art (including the Reay Art Workshop), Bombay.	1	632	577	516	79,478
Ahmedabad—					
School for Drawing and Design, Ahmedabad.	1	30	31	28	.....
Total ...	2	662	608	544	79,478
Aided.					
Surat—					
Drawing and Design Class, Surat.	1	30	46	23	973
Total, Art Schools ...	3	692	654	567	80,451
MEDICAL SCHOOLS FOR MEN.					
Government.					
Poona—					
B. J. Medical School, Poona ...	1	346	368	368	32,071
Ahmedabad—					
B. J. Medical School, Ahmedabad.	1	274	260	260	53,878
Total ...	2	620	628	628	85,949
Recognized.					
Bombay—					
National Medical College, Lamington Road.	1	230	236	202	.....
Total, Medical Schools for Men...	3	850	864	830	85,949

FORM No. 6.

Training for the Official Year 1936-37.

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	41,091	...	930	1,21,499	210 9	187 12
...	...	90	...	...	90	2 14	...
...	...	41,181	...	930	1,21,589	...	...
...	300	241	...	1,951	3,465	75 7	21 3
...	300	41,422	...	2,881	1,25,054	...	...
...	...	29,509	...	...	61,580	167 5	87 2
...	...	...	...	...	53,878	207 3	207 3
...	...	29,509	...	...	1,15,458	183 14	136 14
...	...	31,396	497	745	32,638	138 5	...
...	...	60,905	497	745	1,48,096	171 7	99 8

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
TRAINING INSTITUTIONS FOR MEN.					
SECONDARY.					
Recognised.					
Bombay Suburban District—					
Secondary Teachers' Training Institute, Ghatkopar.	1	12	13	10	.....
Poona—					
Teachers' Training Institute attached to the N. M. V. High School, Poona.	1	30	30	26	.....
Secondary Teachers' Training Institute attached to the New English School, Poona.	1	37	40	32	.....
Secondary Teachers' Training Class attached to the Camp Education Society's High School, Poona.	1	24	36	30	.....
Total ...	4	113	119	98	.....
PRIMARY.					
Government.					
Thana—					
Training School, Bordi ...	1	36	37	35	9,214
Poona—					
Training College for Men, Poona.	1	262	263	246	59,211
Urdu Training School, Poona ...	1	64	65	61	17,410
Rural Training School, Loni Kalbhor.	1	39	39	38	11,155

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	196	...	...	196	15 1	...
...	...	2,493	...	257	2,750	91 11	...
...	...	2,091	...	14	2,105	52 10	...
...	...	1,538	...	...	1,538	42 12	...
...	...	6,318	...	271	6,589	55 6	...
...	...	...	...	...	9,214	249 0	249 0
...	4,153	250	...	578	64,192	244 1	225 2
...	1,501	...	...	34	18,945	291 7	267 14
...	...	...	...	386	11,541	295 15	286 0

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
TRAINING INSTITUTIONS FOR MEN—*concld.*					
Government—concld.					
West Khandesh—					
Training College, Dhulia ...	1	150	152	143	34,492
Ahmedabad—					
P. R. Training College for Men, Ahmedabad.	1	106	106	94	35,148
Urdu Training School, Ahmedabad.	1	39	38	36	10,162
Dharwar—					
Training School for Men, Dharwar.	1	94	93	87	22,630
Total ...	8	790	793	740	1,99,422
Aided.					
Satara—					
Silver Jubilee Rural Training School, Satara.	1	21	20	17	300,
Ahmednagar—					
Union Training College, Ahmednagar.	1	78	85	83	4,700*
Broach—					
Vocational Training School, Ankleshwar.	1	12	13	12	750*
Total ...	3	111	118	112	5,750*
Total, Primary Training Institutions for Men.	11	901	911	852	2,05,172*
Total, Training Institutions for Men.	15	1,014	1,030	950	2,05,172*

* Including a drawing

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	1,163	...	...	732	36,387	239 6	226 15
...	...	1,500	...	...	36,648	345 12	331 9
...	...	750	...	1	10,913	287 3	267 8
...	...	1,000	...	...	23,630	254 1	243 5
...	6,817	3,500	...	1,731	2,11,470	266 11	251 9
...	...	...	...	2,211	2,511	125 9	15 0
...	...	3,240	...	6,892	14,332*	168 10	55 5
...	...	...	...	1,155	1,905*	146 8	57 11
...	...	3,240	...	9,758	18,748*	158 14	48 12
...	6,817	6,740	...	11,489	2,30,218*	252 11	225 3
...	6,817	13,058	...	11,760	2,36,807*	229 15	199 3

grant of Rs. 150.

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
TRAINING INSTITUTIONS FOR WOMEN—FOR EUROPEANS AND ANGLO-INDIANS.					
Aided.					
Bombay—					
Convent Normal Class, Clare Road, Byculla.	1	70	55	52	5,400
Poona—					
St. Mary's Training College, Poona.	1	34	29	29	14,120
Total, Training Institutions for Europeans and Anglo-Indians.	2	104	84	81	19,520
TRAINING INSTITUTIONS FOR WOMEN—FOR INDIANS.					
Government.					
Poona—					
Training College for Women, Poona.	1	92	91	87	36,318
Urdu Training College for Women, Poona.	1	57	46	43	24,262
Ahmedabad—					
Mahalaxmi Training College for Women, Ahmedabad.	1	69	61	58	34,120
Dharwar—					
Training College for Women, Dharwar.	1	50	49	46	30,014
Total ...	4	268	247	234	1,24,714

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	5,780	...	9,509	20,689	376 0	98 0
...	...	4,344	...	2,495	20,959	723 0	487 0
...	...	10,124	...	12,004	41,648	496 0	232 0
...	2,505	410	1,750	336	41,319	454 1	399 2
...	2,060	...	...	84	26,406	574 1	527 7
...	...	...	...	21	34,141	559 11	559 6
...	...	410	...	...	30,424	620 14	612 8
	4,565	820	1,750	441	1,32,290	535 9	504 15

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TRAINING INSTITUTIONS FOR WOMEN—FOR INDIANS—*concld.*					Rs.
Municipal.					
Bombay—					
E. C. Urdu Training Institute for Women, Imamwada Road.	1	27	43	38	.....
Aided.					
Bombay—					
Vanita Vishram Training College for Women, Girgaum.	1	89	92	77	4,850
Seva Sadan Training College for Women, Grant Road.	1	85	85	78	3,400
Poona—					
B. M. Wadia Seva Sadan Training College for Women, Poona.	1	88	93	81	3,577*
C. S. M. Training College for Women, Poona.	1	56	55	54	5,250
Training College for Women, Hingne Bk.	1	40	40	37	2,100
Sholapur—					
Mary B. Harding Kindergarten Training School, Sholapur.	1	27	26	26	1,490
Z. B. and M. M. Urdu Normal Class, Sholapur.	1	11	12	11	200
Ahmednagar—					
St. Monica's Training College for Women, Ahmednagar.	1	27	27	26	2,040
Kaira—					
Mary Brown Memorial Training College for Women, Borsad.	1	53	52	51	4,120
Panch Mahals—					
Methodist Teachers' Training College for Women, Godhra.	1	47	47	45	4,890†
Total ...	10	518	529	486	31,917‡
Total, Training Institutions for Women—For Indians.	15	813	824	758	1,56,631‡
Total, Training Institutions for Women.	17	917	908	839	1,76,151‡

* Includes a drawin

† Includes a drawin

‡ Includes a drawin

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	9,285	...	...	...	9,285	193 7	...
...	1,000	342	...	7,804	13,996	152 2	52 11
...	1,000	3,734	...	2,403	10,537	123 15	40 0
...	...	1,271	...	3,996	8,844*	95 2	38 7
...	...	1,475	...	7,837	14,562	264 12	95 7
...	...	240	...	3,022	5,362	134 1	52 8
...	300	535	...	1,312	3,637	139 14	57 5
...	...	33	...	1,810	2,043	170 4	16 11
...	...	152	...	5,521	7,713	285 11	75 9
...	...	...	...	4,948	9,068	174 6	79 4
...	...	200	...	5,915	11,005†	234 2	104 0
...	2,300	7,982	...	44,568	86,767‡	164 0	60 15
...	16,150	8,802	1,750	45,009	2,28,342‡	277 2	190 1
...	16,150	18,926	1,750	57,013	2,69,990‡	297 6	194 0

grant of Rs. 177.
grant of Rs. 150.
grant of Rs. 327.

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
ENGINEERING SCHOOLS FOR BOYS.					Rs.
Government.					
Poona—					
College of Engineering Workshop, Poona.	1	252	251	192	22,457
TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS.					
Government.					
Bombay—					
Reay Art Workshop (Sir J. J. School of Art).	(1)	(114)	(93)	(76)	Included in
Poona—					
Government Hand Weaving Institute, Poona.	1	42	44	35	11,072
Ahmedabad—					
R. C. Technical Institute, Ahmedabad.	1	117	128	109	31,414
Total ...	2 (1)	159 (114)	172 (93)	144 (76)	42,486
District Local Board.					
Thana—					
Industrial Class (Carpentry), Dahanu.	(1)	(25)	(23)	(15)	.....
Carpentry Class, Mokhada ...	(1)	(42)	(34)	(33)	.....
Handloom Weaving Class, Khardi.	(1)	(36)	(32)	(28)	.....
Ratnagiri—					
School of Industry, Ratnagiri ...	1	243	238	207	6,915
Satara—					
School of Industry, Satara ...	1	39	25	24	927
West Khandesh—					
Technical School, Dhulia ...	1	96	104	78	3,697
Total ...	3 (3)	378 (103)	367 (89)	309 (76)	11,539

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	27,360	...	199	50,016	199 4	89 8
the figures of Sir J. J. School of Art, Bombay.							
...	...	...	...	...	11,072	251 10	251 10
...	15	3,120	...	224	34,773	271 10	245 7
...	15	3,120	...	224	45,845	171 11	159 2
861	...	...	...	...	861	37 7	...
790	...	...	...	...	790	23 4	...
697	...	...	...	61	758	23 11	...
4,208	...	...	140	3,529	14,792	62 2	29 1
3,804	...	...	...	...	4,731	189 4	37 1
9,350	...	1,648	...	182	14,877	143 1	35 9
19,710	...	1,648	140	3,772	36,809	80 11	25 5

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS—*contd.*					
Municipal.					
Bombay—					
Industrial Classes attached to Municipal Marathi Central School, Byculla.	(1)	(69)	(69)	(55)	.....
Industrial Classes attached to Marathi Central School, Ghorapdeo.	(1)	(40)	(40)	(34)	.....
Industrial Classes attached to Marathi Central School, Khetwadi.	(1)	(86)	(94)	(83)	.....
Industrial Classes attached to Marathi Central School, Foras Road.	(1)	(33)	(52)	(47)	.....
Industrial Classes attached to Gujarathi Central School, Lamington Road.	(1)	(44)	(50)	(38)	.....
Industrial Classes attached to Municipal Marathi Central School, Parel.	(1)	(103)	(114)	(93)	.....
Industrial Classes attached to R. C. Urdu School, Mahim.	(1)	(20)	(22)	(18)	.....
Industrial Classes attached to Marathi School, Lady Jamshetji Road.	(1)	(53)	(51)	(45)	.....
Poona—					
V. J. Municipal Technical School, Poona.	1	56	61	49	2,156*
Sholapur—					
Robertson School of Industry, Pandharpur.	1	36	35	30	939†
Municipal Technical School, Sholapur.	1	94	107	74	2,007
Surat—					
F. S. Parekh Technical Institute, Surat.	1	136	136	103	6,000
Total ...	4 (8)	322 (448)	339 (492)	256 (413)	11,102‡

* Includes a drawing
† Includes a drawing
‡ Includes a drawing

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	2,397	111	...	...	2,508	36 6	...
...	2,984	102	...	...	3,086	77 2	...
...	4,871	312	...	...	5,183	55 2	...
...	4,247	83	...	...	4,330	83 4	...
...	2,615	105	...	...	2,720	54 6	...
...	4,685	54	...	...	4,739	41 9	...
...	958	50	...	...	1,008	45 13	...
...	2,901	245	...	...	3,146	61 11	...
...	7,489	4	...	78	9,727*	159 7	35 6
...	1,554	...	...	...	2,493†	71 4	26 13
...	11,060	...	...	2,160	15,227	142 5	18 12
1,000	7,399	2,679	1,825	502	19,405	142 11	44 2
1,000	53,160	3,745	1,825	2,740	73,572‡	88 9	13 6

grant of Rs. 143.
grant of Rs. 57.
grant of Rs. 200.

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS—*contd.*					
Aided.					
Bombay—					
Victoria Jubilee Technical Institute, Matunga.	1	537	547	475	1,25,000
D. N. Poor Boys' Seminary Industrial School, Grant Road.	1	22 (6)	24 (6)	21 (5)	880
Textile Technical School, Parel ...	1	87 (12)	121 (12)	98 (10)	1,320
Thana—					
A. R. Soonawalla Industrial School, Bordi.	(1)	(208)	(203)	(168)	1,050
A. M. Mission Industrial School, Sanjan.	1	(8)	(8)	(7)	140
Kolaba—					
K. E. S. Topiwalla Industrial High School, Alibag.	(1)	(69)	(81)	(70)	1,413
Nasik—					
St. Barnabas Industrial School, Manmad.	1	43 (20)	45 (21)	43 (19)	1,243
Poona—					
Mission Industrial School, Panch Howd, Poona.	1	3 (42)	3 (47)	3 (42)	1,037
Sir D. M. Petit Industrial School, Sirur.	1	3 (21)	4 (24)	3 (21)	841
D. C. Mission Tailoring Class, Poona.	1	5 (59)	3 (69)	3 (55)	60
Sholapur—					
Industrial Settlement Technical School, Sholapur.	1	... (52)	... (54)	... (43)	1,738
Ahmednagar—					
S. P. G. Mission Industrial School, Ahmednagar.	1	47 (5)	49 (5)	45 (4)	1,690
S. A. Industrial School, Ahmednagar.	1	62	61	57	337
A. M. Vocational School, Vadala.	1	33	35	32	1,225
Kaira—					
M. E. Mission Industrial School, Nadiad.	1	25	22	25	742
I. P. Mission Industrial School, Borsad.	1	40	42	36	836
S. A. Industrial School, Kaira Camp.	1	25	25	23	616
Sarvajanik Deshinama Class, Nadiad.	1	51	43	36	.....

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	7,000	1,19,523	...	5,991	2,57,514	470 12	228 8
...	...	...	...	2,064	2,944	98 2	29 5
...	300	953	...	1,346	3,919	29 7	9 15
...	...	...	...	2,406	3,456	17 0	5 3
...	...	...	...	1,244	1,384	173 0	17 8
869	100	...	...	7,640	10,022	123 12	17 7
...	...	...	...	5,005	6,248	94 11	18 13
...	...	...	...	4,829	5,866	117 5	20 12
...	...	...	...	2,964	3,805	135 14	30 1
...	...	...	...	678	738	10 4	0 13
...	...	...	...	...	1,738	32 3	32 3
...	...	...	...	7,162	8,852	163 15	31 5
604	...	...	...	3,103	4,044	66 5	5 8
...	...	...	...	3,903	5,128	146 8	35 0
...	...	...	...	4,597	5,339	242 11	33 12
...	...	2	...	3,112	3,950	94 1	19 14
...	...	...	...	4,454	5,070	202 13	24 10
...	100	15	...	120	235	5 7	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS—*concld.*					Rs.
Aided—concld.					
Surat—					
Mahajan Home Industrial School, Surat.	1	80	90	83	583
Total ...	17 (2)	1,063 (502)	1,114 (530)	983 (444)	1,40,751
Recognized.					
Bombay—					
Radio Electric, Girgaon ...	1	82	100	92	.....
J. N. Petit Parsi Orphanage Technical Classes, Lal Baug, Parel.	1	21	22	18	.....
N. G. Rao's English Tailoring College, Princess Street.	1	50	45	43	.....
E. M.F. Radio Class, Lamington Road.	1	29	16	14	.....
Goan Emigrants' Fund Committee's Wiremen's Classes, Kalbadevi.	1	35	38	25	.....
Radio Class of the Bombay Technical Institute, Byculla.	1	50	49	43	.....
Primary Handicraft Classes, Khetwadi, Bombay.	1	59 (13)	59 (13)	56 (9)	.....
Kolaba—					
Industrial Classes attached to Marine High School, Noyha.	1	98	94	54	.....
Poona—					
Jadhav's College of Tailoring and Cutting, Poona.	1	35	24	24	.....
Zarapkar Tailoring and Cutting College, Poona.	1	70	65	61	.....
Victoria Tailoring and Cutting College, Poona.	1	15	20	18	.....
Sholapur—					
Pandharpur Electric Supply Co.'s Wiremen's Class, Pandharpur.	1	15	16	14	.....
Ahmednagar—					
R. G. Tamhankar's Wiremen's Class, Ahmednagar.	1	2 (9)	2 (7)	2 (6)	.....
Total ...	13	561 (22)	550 (20)	464 (15)	.....
Total, Technical and Industrial Schools for Boys.	39 (14)	2,483 (1,189)	2,542 (1,224)	2,156 (1,024)	2,05,878*

* Includes a drawing

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	1,088	1,671	18 9	6 8
1,473	7,500	1,20,493	...	61,706	3,31,923	201 14	85 10
...	...	10,030	...	...	10,030	100 5	...
...	...	12	...	2,546	2,558	116 4	...
...	...	8,045	...	1,134	9,179	204 0	...
...	...	1,057	...	...	1,057	66 1	...
...	...	...	...	1,297	1,297	34 2	...
...	...	13,740	...	...	13,740	280 7	...
...	...	...	...	312	312	4 5	...
...	...	...	6,514	...	6,514	69 5	...
...	...	3,337	...	34	3,371	140 7	...
...	...	7,132	...	...	7,132	109 11	...
...	...	2,669	...	...	2,669	133 7	...
...	...	...	...	2,051	2,051	128 3	...
...	...	450	...	528	978	108 11	...
...	...	46,472	6,514	7,962	60,888	106 13	...
22,183	60,675	1,75,478	8,479	76,344	5,49,037*	145 11	54 10

grant of Rs. 200.

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
TECHNICAL AND INDUSTRIAL SCHOOLS FOR GIRLS.					
Aided.					
Bombay—					
A. S. Patel Academy for Domestic Arts, Fort.	1	80 (42)	71 (38)	26 (31)	750
Do. Chandanwadi.	1	168 (130)	154 (127)	99 (107)	750
S. S. League Mahila Seva Mandal Industrial School, Parel.	1	147	142	116	650
Do. Girgaum ...	1	169	165	123	300
Industrial Classes of the Bulsara Training Institution, Dhobi Talao.	1	34 (1)	32 (1)	29 (1)	100
Franciscan Mission Industrial School, Cumballa Hill.	1	76	66	64	300
Bombay Suburban District—					
S. S. League Mahila Seva Mandal Industrial School, Vile Parle.	1	52	52	40	90
Nasik—					
Z. B. & M. M. Industrial School, Manmad.	1	23	25	25	440
Poona—					
Seva Sadan Workroom Classes, Poona.	1	84	102	73	1,695
Satara—					
Salvation Army's Industrial School, Satara.	1	33	30	25	298
Ahmednagar—					
St. Monica's Industrial School, Ahmednagar.	1	12	13	12	400
Kira—					
S. A. Mission Girls' Industrial School, Anand.	1	42	37	37	100

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	1,987	1,121	1,961	5,819	53 6	6 14
...	...	5,194	1,047	...	6,991	24 14	2 11
...	100	3,129	...	1,542	5,421	38 3	4 9
...	100	4,033	...	...	4,433	26 14	1 13
...	...	824	...	375	1,299	39 6	3 0
...	...	...	...	11,326	11,626	176 2	4 9
...	...	995	...	373	1,458	28 1	1 12
...	...	...	...	2,465	2,905	116 3	17 10
...	...	710	...	4,767	7,172	70 5	16 10
...	...	25	...	1,057	1,380	46 0	9 15
...	...	...	...	1,500	1,900	146 2	30 12
...	...	...	...	648	748	20 3	2 11

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TECHNICAL AND INDUSTRIAL SCHOOLS FOR GIRLS—*concld.*					Rs.
Aided—concld.					
Broach—					
The Broach Stree Mandal Adult Women's Classes, Kabutarkhana, Broach.	1	41	41	18	100
The Broach Stree Mandal Adult Women's Classes, Vejalpore, Broach.	1	22	22	17	100
R. M. Dalal Memorial Adult Ladies Work Class attached to the Motlabai Wadia Girls' High School, Broach.	1	30	30	25	100
Total ...	15	1,013 (173)	982 (166)	729 (139)	6,173
Recognized.					
Bombay—					
Domestic Arts Classes attached to J. B. Vachha Girls' High School, Parsi Colony, Dadar.	1	9	9	7	.....
Bai R. F. Pavri's Girls' Industrial School, Khetwadi.	1	51	51	50	.....
Salvation Army Girls' Industrial School, Sion.	1	22	22	22	.....
Bombay Suburban District—					
Bai Avabai Framji Petit Parsi Girls' Orphanage, Bandra.	1	22	22	22	.....
Nasik—					
Seva Sadan Sewing Class, Nasik.	1	20	20	18	.....
Total ...	5	124	124	119	.....
Total, Technical and Industrial Schools for Girls.	20	1,137 (173)	1,106 (166)	848 (139)	6,173
COMMERCIAL SCHOOLS FOR BOYS.					
Government.					
Bombay—					
Shorthand Classes attached to the Sydenham College of Commerce and Economics, Bombay.	1	11	9	7	578
Registered Accountants' Class attached to the Sydenham College of Commerce and Economics, Bombay.	1	7	9	7	1,500
Commercial Classes attached to the Elphinstone High School, Bombay.	1	63	63	49	105

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	1,113	1,213	29 9	2 7
...	...	...	...	225	325	14 12	4 9
...	...	373	...	618	1,091	36 6	3 5
...	200	17,270	2,168	27,970	53,781	46 14	5 6
...	...	591	...	3,151	3,742	415 12	...
...	...	...	...	4,430	4,430	86 14	...
...	...	...	...	1,335	1,335	60 11	...
...	...	...	4,686	1,966	6,652	302 6	...
...	...	40	...	529	569	28 7	...
...	...	631	4,686	11,411	16,728	134 14	...
...	200	17,901	6,854	39,381	70,509	55 7	4 14
...	...	1,029	...	...	1,607	178 9	64 4
...	...	900	...	...	2,400	266 11	166 11
...	...	4,741	...	1	4,847	76 15	1 11

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
COMMERCIAL SCHOOLS FOR BOYS —*contd.*					Rs.
Government—concld.					
Broach—					
J. D. Vakil Commercial School, Broach.	1	50	58	55	.....
Total ...	4	131	139	118	2,183
Recognized.					
Bombay—					
Banaji's Tutorial Commercial Classes, Gowalia Tank Road.	1	82	69	49	.....
Batliboi's Accountancy Training Institute, Fort.	1	28	25	20	.....
Bombay Institute of Commerce, Hornby Road, Fort.	1	20	18	10	.....
Davar's College of Commerce, Fort.	1	509	302	122	.....
J. N. Petit Parsi Orphanage Commercial Classes, Parel.	1	16 (46)	15 (46)	14 (40)	.....
Kalbadevi Shorthand and Typewriting Institution, Kalbadevi.	1	60	45	40	.....
Popular Shorthand and Typewriting Institution, Kalbadevi Road.	1	95	111	61	.....
Benjamin's Reliance Commercial Institution, Fort.	1	30	33	20	.....
Zoroastrian Association Continuation Classes, Princess Street.	1	49	27	26	.....
Laxmi Tutorial and Commercial Institute, Dadar.	1	134	105	93	.....
Shree Rajarajeshwari Institute, Dadar.	1	58	55	50	.....
Commercial Training Institute, Kalbadevi Road.	1	264	244	168	.....
Sir J. J. Parsi Benevolent Institution Commercial Classes, Fort.	1	56 (24)	60 (27)	59 (24)	.....

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	1,313	1,617	...	2,930	50 8	...
...	...	7,983	1,617	1	11,784	84 12	15 11
...	...	2,670	...	...	2,670	38 11	...
...	...	18,611	...	...	18,611	743 7	...
...	...	110	...	261	371	20 10	...
...	...	36,160	...	...	36,160	119 12	...
...	...	93	3,116	...	3,209	54 10	...
...	...	3,405	...	6	3,411	75 13	...
...	...	2,552	...	...	2,552	23 0	...
...	...	2,536	...	...	2,536	76 14	...
...	...	90	...	427	517	19 2	...
...	...	4,475	...	18	4,493	42 13	...
...	...	1,318	...	...	1,318	23 15	...
...	...	...	...	4,076	4,076	16 11	...
...	...	...	...	1,847	1,847	21 4	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
COMMERCIAL SCHOOLS FOR BOYS—*concld.*					
Recognized—concld.					
Thana—					
Thana Shorthand and Typewriting Institution, Thana.	1	37	42	37	.....
Nasik—					
Special Shorthand and Typewriting Institution, Nasik.	1	7	6	4	.....
Poona—					
The Poona Phonetic Institute, Poona.	1	36	37	25	.....
The Shikshana Prasarak Mandali's School of Commerce, Poona.	1	40 (6)	35 (5)	33 (5)	.....
The Marathi Centre Institute, Poona.	1	61	78	60	.....
Ahmednagar—					
The Modern Typewriting Institute, Ahmednagar.	1	5	6	5	.....
Ahmedabad—					
Yajnik's College of Commerce, Ahmedabad.	1	36	27	25	.....
Surat—					
Smart School of Commerce, Surat.	1	15	12	11	.....
Commercial Classes attached to Sarvajanik Middle School, Surat.	1	8	15	13	.....
Pitman's Shorthand and Commercial Institute, Bulsar.	1	22	21	16	.....
Bijapur—					
Kotwal's Institute of Accountancy and Banking, Bijapur.	1	7	7	5	.....
Total ...	24	1,675 (76)	1,395 (78)	966 (69)	.....
Total, Commercial Schools for Boys.	28	1,806 (76)	1,534 (78)	1,084 (69)	2,183

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	1,022	...	390	1,412	33 10	...
...	...	300	...	92	392	65 5	...
...	...	366	...	...	366	9 14	...
...	...	3,582	...	362	3,944	98 10	...
...	...	2,084	...	...	2,084	26 11	...
...	...	140	...	...	140	23 5	...
...	...	1,324	...	...	1,334	49 7	...
...	...	587	...	630	1,217	101 7	...
...	...	959	...	381	1,340	89 5	...
...	...	804	...	...	804	38 5	...
...	...	305	...	271	576	82 5	...
...	...	83,503	3,116	8,761	95,380	64 13	...
...	...	91,486	4,733	8,762	1,07,164	66 8	1 6

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
COMMERCIAL SCHOOLS FOR GIRLS FOR ANGLO-INDIANS AND EUROPEANS.					Rs.
Aided.					
Bombay—					
Young Women's Christian Association's Commercial School, Bombay.	1	36	35	29	2,151
AGRICULTURAL SCHOOLS FOR BOYS.					
Government.					
West Khandesh—					
Agricultural School, Dhulia ...	1	30	26	26	6,406
Dharwar—					
Agricultural School, Devihosur ...	1	30	30	25	6,640
Total ...	2	60	56	51	13,046
Aided.					
Ratnagiri—					
Agricultural School, Rajapur ...	1	17	18	13	400
Total, Agricultural Schools ...	3	77	74	64	13,446
REFORMATORY SCHOOLS FOR BOYS.					
Government.					
Poona—					
Industrial School, Yeravda ...	1	227	219	218	37,497
Aided.					
Bombay—					
Willingdon Boys' Home, Byculla.	1	67	76	73	5,375
David Sassoon Industrial School, Matunga.	1	394	389	389	65,785*
Total ...	2	461	465	462	71,160*
Total, Reformatory Schools ...	3	688	684	680	1,08,657*

* Includes a Drawing

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	5,062	...	587	7,800	223 0	61 0
...	...	...	...	...	6,406	246 6	246 6
...	...	...	...	...	6,640	221 5	221 5
...	...	...	...	...	13,046	232 15	232 15
500	...	...	...	3,530	4,430	246 2	22 4
500	...	...	...	3,530	17,476	236 3	181 11
...	...	...	...	3,847	41,344	188 13	171 4
...	...	7	...	9,588	14,970	197 0	70 12
...	500	600	...	9,186	76,071*	195 9	169 2
...	500	607	...	18,774	91,041*	195 13	153 1
...	500	607	...	22,621	1,32,385*	193 9	158 9

grant of Rs. 200.

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
SCHOOLS FOR DEFECTIVES— FOR BOYS.					
Aided.					
Bombay—					
Bombay Institution for Deaf Mutes, Mazagaon.	1	37	38	31	3,240
Victoria Memorial School for the Blind, Tardeo.	1	78	79	70	2,150
Prof. Date's Dumb and Deaf Institution, Thakurdwar.	1	38	38	24	1,000
American Mission School for the Blind, Dadar.	1	31	31	27	2,299
Bombay New Dumb and Deaf Institution, Kakadwadi, Girgaum.	1	27	24	21	200
Poona—					
N. G. Gondhalekar's School for Dumb and Deaf, Poona.	1	31	29	25	400
Ahmedabad—					
School for Deaf and Mutes, Ahmedabad.	1	50	42	34	3,480
Total, Schools for Defectives ...	7	292	281	232	12,769
SCHOOLS FOR ADULTS— FOR MEN.					
SECONDARY.					
Aided.					
Bombay—					
Bradley Night High School, Thakurdwar.	1	99	116	99	900
Bombay Fort Free Night High School, Fort.	1	58	60	52	150
Poona—					
Poona Night High School, Poona.	1	64	73	55	1,500
Sholapur—					
English Class attached to the Settlement Industrial Night School, Sholapur.	1	17	19	15	70
Total ...	4	238	268	221	2,620

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	600	540	2,171	3,289	9,840	258 15	85 4
...	1,000	...	...	8,302	11,452	144 15	27 3
...	200	...	...	5,705	6,905	181 11	26 5
...	...	...	95	5,512	7,906	255 1	74 3
...	263	154	...	1,320	1,937	80 11	8 5
...	200	...	...	994	1,594	54 15	13 13
...	1,700	...	...	2,789	7,969	189 11	82 14
...	3,963	694	2,266	27,911	47,603	169 6	45 7
...	...	3,406	...	2,159	6,465	55 12	7 12
...	...	...	...	2,845	2,995	49 15	2 8
...	...	2,289	...	3,060	6,849	93 13	20 9
...	...	...	...	...	70	3 11	3 11
...	...	5,695	...	8,064	16,379	61 2	9 12

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
SCHOOLS FOR ADULTS—FOR MEN—*contd.*					Rs.
SECONDARY—*concld.*					
Recognised.					
Bombay—					
Social Service League's Night High School, Parel.	1	49	53	33	.....
Shivaji Night High School, Parel.	1	128	135	114	.....
Total ...	2	177	188	147	.....
Total, Secondary ...	6	415	456	368	2,620
PRIMARY.					
Government.					
Belgaum—					
Night School, Khanapur ...	1	10	8	8	72
Bijapur—					
Night Schools Bijapur ...	2	20	17	16	176
Night School, Bagalkot ...	1	15	16	14	143
Do. Indi ...	1	14	16	13	78
Total ...	5	59	57	51	469
District Local Board.					
Kolaba—					
Night Schools	4	78	76	48	288
Thana—					
Night Schools	7	145	107	42	.....
Poona—					
Night School	1	27	26	20	61
Ahmednagar—					
Night Schools	41	1,023	1,051	807	40
West Khandesh—					
Night Schools	3	61	62	45	.....
Total ...	56	1,334	1,322	962	389

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	924	...	1,714	2,638	49 12	...
...	...	2,367	...	...	2,367	17 9	...
...	...	3,291	...	1,714	5,005	26 10	...
...	...	8,986	...	9,778	21,384	46 14	5 12
...	...	...	...	...	72	9 0	9 0
...	...	...	...	...	176	10 6	10 6
...	...	...	...	...	143	8 15	8 15
...	...	...	...	...	78	4 14	4 14
...	...	...	...	...	469	8 4	8 4
...	...	...	...	...	288	3 13	3 13
496	...	...	...	...	496	4 10	...
...	...	...	...	...	61	2 6	2 6
2,320	...	...	...	...	2,360	2 4	0 1
240	...	...	...	...	240	3 14	...
3,056	...	...	...	...	3,445	2 7	0 5

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
SCHOOLS FOR ADULTS—FOR MEN—*contd.*					
PRIMARY—*contd.*					
Municipal.					
Bombay—					
Night Schools	5	182	170	130	428
Poona—					
Night Schools	5	159	148	116	78
Sholapur—					
Night School	1	22	21	15	.....
West Khandesh—					
Night School	1	20	20	13	.....
Ahmedabad—					
Night Schools	12	328	346	255	.....
Dharwar—					
Night Schools, Hubli ...	3	137	144	53	175
Bijapur—					
Night School, Bijapur ...	1	26	26	22	.....
Total ...	28	874	875	604	681
Aided.					
Bombay—					
Night Schools	15	1,128	1,157	834	332
Bombay Suburban District—					
Night School	1	43	36	27	65
Poona—					
Night School	2	59	59	50	66
Satara—					
Night School	1	30	39	35	37
Sholapur—					
Night Schools	9	261	270	194	738

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	1,384	...	...	...	1,812	10 11	2 8
...	466	...	...	...	544	3 11	0 8
...	70	...	...	...	70	3 5	...
72	...	...	...	...	72	3 10	...
260	54,403	...	...	16	54,679	158 0	...
...	213	...	...	...	388	2 11	1 3
..	113	...	...	...	113	4 6	...
332	56,649	...	...	16	57,678	65 15	0 12
...	1,064	654	523	6,056	8,629	7 7	0 5
...	130	...	...	105	300	8 5	1 13
17	32	...	...	139	254	4 5	1 2
...	...	...	...	...	37	0 15	0 15
220	...	...	...	15	973	3 10	2 12

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
SCHOOLS FOR ADULTS—FOR MEN—*contd.*					
PRIMARY—*concld.*					
Aided—concld.					
Ahmedabad—					
Night Schools	13	417	426	238	37
Kaira—					
Night Schools	4	161	182	139	327
Broach—					
Night School	1	37	43	28	50
Surat—					
Night Schools	5	133	128	84	289
Dharwar—					
Night Schools	16	392	392	327	917
Belgaum—					
Night Schools	2	22	54	33	131
Total ...	69	2,683	2,786	1,939	2,989
Recognized.					
Poona—					
Night Schools	3	218	191	134	.....
Ahmedabad—					
Night Schools	2	48	38	27	.....
Surat—					
Night School	1	20	17	15	.....
Total ...	6	286	246	176	.....
Total, Primary Schools for Adults for Men.	164	5,236	5,286	3,782	4,528

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	259	7	...	2,675	2,978	7 0	...
...	...	...	...	200	527	2 14	1 13
...	...	...	...	280	280	6 8	1 2
...	...	....	...	555	844	6 9	2 4
...	...	...	...	734	1,651	4 3	2 5
...	...	...	...	369	500	9 4	2 7
237	1,485	661	523	11,078	16,973	6 1	1 1
...	...	...	...	1,902	1,902	9 15	...
...	...	...	...	342	342	9 0	...
...	...	...	...	84	84	5 0	...
...	...	...	...	2,328	2,328	9 7	...
8,625	58,134	661	523	13,422	30,893	15 5	0 14

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
SCHOOLS FOR ADULTS—FOR MEN—*concld.*					Rs.
SPECIAL.					
Aided.					
Poona—					
Alegaonkar's Advanced Night School, Kirkee.	1	126	134	106	425
Total of all Schools for Adults for Men.	171	5,777	5,876	4,256	7,573
SCHOOLS FOR ADULTS—FOR WOMEN.					
Aided.					
Bombay—					
Seva Sadan Home Classes, Gaumdevi.	1	111	121	85	240
Women's Indian Associations' Training Class, Chaupati.	1	49	34	22	185
Women's Indian Association's Training Class, Fort.	1	51	46	31	100
Poona—					
Seva Sadan English and First Aid Classes, Poona.	1	32 (30)	30 (36)	27 (28)	120
Seva Sadan Primary School for grown up Women, Poona.	1	205	200	148	2,069
Seva Sadan Sewing Class, Baramati.	1	13	11	8	75
Seva Sadan Primary School for grown up Women, Baramati.	1	39	40	32	200
Sholapur—					
Seva Sadan Sewing Class, Sholapur.	1	20	19	19	50
Total ...	8	520 (39)	501 (36)	372 (28)	3,039
Recognised.					
Bombay—					
Social Training Centre for Women, University Settlement, Byculla.	1	2	2	1	.....
Total, Schools for Adults for Women.	9	522 (30)	503 (36)	373 (28)	3,039

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	83	...	3,163	3,671	27 6	3 3
3,625	58,134	9,730	523	26,363	1,05,948	18 0	1 5
...	...	817	...	902	1,959	16 3	2 0
...	...	621	...	607	1,413	41 9	5 7
...	...	330	...	1,765	2,195	47 11	2 8
...	...	320	...	55	995	15 1	1 13
...	...	...	...	3,415	5,484	27 7	10 6
...	...	...	...	295	370	33 10	6 13
...	200	...	...	566	966	24 2	5 0
...	...	38	...	420	508	26 12	2 10
...	200	2,626	...	8,025	12,890	25 14	5 11
...	...	30	99	2,400	2,529	1,264 8	...
...	200	2,656	99	10,425	16,419	30 7	5 10

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1937.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
OTHER SCHOOLS FOR BOYS.					Rs.
Government.					
Bombay—					
Veterinary College, Parel ...	1	113	114	82	47,945
Language Schools for Boys.					
Municipal	3	45 (73)	38 (85)	32 (57)	175
Aided	30	1,453 (90)	1,461 (96)	1,186 (73)	2,861
Recognised	8	485 (5)	474 (4)	398 (2)	.....
Total, Language Schools ...	41	1,983 (168)	1,973 (185)	1,616 (132)	3,036
Music Schools for Boys.					
Aided	1	9 (25)	6 (24)	5 (20)	.....
Recognised	5	70 (946)	69 (906)	63 (819)	.....
Total, Music Schools for Boys.	6	79 (971)	75 (930)	68 (839)	.....
Total, Other Schools for Boys.	48	2,175 (1,139)	2,162 (1,115)	1,766 (971)	50,981
OTHER SCHOOLS FOR GIRLS.					
Aided.					
Poona—					
Nursery and Kindergarten Training Schools Poona.	1	20	23	15	425
Music Schools for Girls.					
Recognised	3	88 (35)	77 (29)	68 (29)	.....
Total, Other Schools for Girls.	4	108 (35)	100 (29)	83 (29)	425

FORM No. 6—*contd.*

Expenditure (Direct).						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	13,400	...	75	61,420	538 12	420 9
...	1,247	...	...	...	1,422	11 9	1 7
75	1,619	27	3,037	21,253	28,872	119 5	12 0
...	...	...	10,143	17,859	28,002	58 9	...
75	2,866	27	13,180	39,112	58,296	27 0	1 7
...	200	196	...	452	848	28 4	...
...	...	602	...	2,644	3,246	3 5	...
...	200	798	...	3,096	4,094	4 1	...
75	3,066	14,225	13,180	42,283	1,23,810	37 13	15 9
...	...	1,539	...	3,063	5,027	218 9	18 8
...	...	1,200	...	510	1,710	16 2	...
...	...	2,739	...	3,573	6,737	52 4	3 5

Table showing the statistics of Government,

1936-

1	Number of inmates on 31st March, Colleges. 2	Secondary Schools. 3	Primary Schools. 4
Government.			
Government Hostel for Depressed Classes, Poona.	.....	46	.....
Aided.			
Depressed Class Mission Society's Hostel, Parel, Bombay.	1	11	1
Depressed Class Education Society's Hostel, Thana.	.....	30	.....
Depressed Class (Parwari) Hostel, Mahad ...	.....	2	11
Shree Shahu Chhatrapati Boarding, Nasik ...	1	26	.....
Ambedkar Anath Vidyarthi Ashram, Manmad.	.....	8	.....
Arya Mahila Samaj Hostel for Women Students, Bombay.	26	3	.....
Union Boarding House, Poona ...	11	8	.....
Shri Chhatrapati Shahu Boarding House, Satara.	.....	106	35
Bahishkrita Anath Vidyarthi Ashram, Sholapur.	.....	30	5
Asprishyoddharak Boarding House, Chalisgaon.	2	6	13
Shri Chokhamela Boarding House, Jalgaon .	.....	1	4
Tadvi Education Society, East Khandesh, Jalgaon.	.....	1	9
Poona Seva Sadan Hostel for Depressed Class Women, Poona.	4	1	5
Depressed Class Hostel, Ahmedabad ...	.....	14	3
Depressed Class Education Society's Hostel, Dharwar.	2	20	.....

District Local Board, and Aided Hostels.

37.

1937, attending		Average monthly number.	Indirect Expenditure from			
Special Schools.	Total.		Provincial Funds.	Fees.	Other sources.	Total.
5	6	7	8	9	10	11
			Rs.	Rs.	Rs.	Rs.
...	46	48	8,086	.....	.....	8,086
...	13	14	288	.....	1,955	2,243
...	30	26	2,507	.....	2,432	4,939
...	13	9	192	.....	1,152	1,344
...	27	26	144	.....	2,204	2,348
...	8	8	148	.....	137	285
3	32	31	1,900	11,134	1,010	13,144
1	20	21	134	.....	534	668
23	164	158	1,111	.....	2,670	3,781
21	56	58	900	.....	3,300	4,200
...	21	16	194	55	667	916
...	5	8	100	.....	490	590
...	10	10	100	.....	300	400
1	11	8	295	373	627	1,295
...	17	19	522	.....	640	1,162
...	22	21	1,800	.....	879	2,679

1	Number of inmates on 31st March		
	Colleges.	Secondary Schools.	Primary Schools.
	2	3	4
Aided—concld.			
Depressed Class Education Society's Hostel, Belgaum.	.....	12	.....
Veerashaiva Kakkaya Samaj Boarding, Nipani.	.....	21	1
Missionary Settlement for University Women, Bombay.	34	.....	.....
Y. M. C. A. Hostel, Bombay ...	.....	.....	.....
Y. W. C. A. Hostel, Bombay ...	.....	.....	.....
League of Mercy's Children's Home, Lonavla.	.....	34	.....
Total ...	81	334	87
Grand Total ...	81	380	87

N.B.—The hostels shown in this table are n

gitized with financial assistance from th
Government of Maharashtra
on 22 July, 2017

1937, attending		Average monthly number	Indirect Expenditure from			
Special Schools.	Total.		Provincial Funds.	Fees.	Other sources.	Total.
5	6	7	8	9	10	11
			Rs.	Rs.	Rs.	Rs.
...	12	14	309	.....	436	745
...	22	21	100	.....	653	753
6	40	34	2,000	9,008	.....	11,008
22	22	27	5,000	.....	1,674	6,674
6	6	6	1,000	2,920	.....	3,920
...	34	34	2,880	.....	3,140	6,020
83	585	569	20,724	23,490	24,900	69,114
83	631	617	28,819	28,490	24,900	77,209

attached to particular institutions.

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